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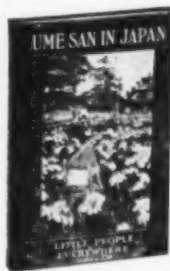
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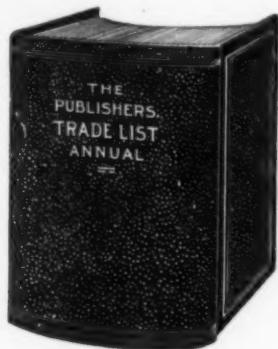
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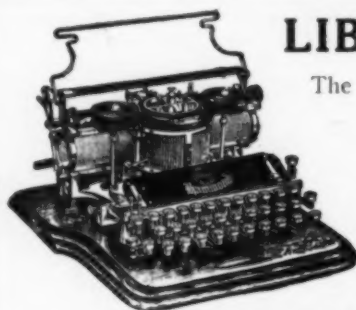
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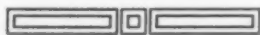
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THE relation between libraries and schools, to which this school number of the *LIBRARY JOURNAL* is largely devoted, has become most manifest in our high school system, thanks largely to the enterprising work of Miss Mary Hall of the Girls' High School of Brooklyn. Our high schools are in fact developing into complete self-contained institutions, better equipped than were many of our colleges a generation ago. An independent library is in such case part of the proper equipment of the institution and this demands the services of a competent librarian, preferably one who has had experience as a teacher. Such a library should be developed in close relationship with the local public library or its neighborhood branch, so that each shall have its proper collection of books, not in duplicate but in complement of the other—the same relation which exists between many colleges and local public libraries. Where this independent library is not practicable, there is the alternative of joint control when the school furnishes the library room, and possibly part of the force, while the local public library furnishes the librarian and the books—but this invites the disadvantages and misunderstandings incident to divided authority. A third method, perhaps preferable to the second, is the establishment of an actual branch of the public library in the high school building, with the other disadvantage that the school work is hampered by contact with the general work of the branch library. Nevertheless where the high school cannot have the benefit of an independent trained librarian, it is then far better to come into relation with the public library than to attempt half-good work independently.

AMONG the normal schools, library work is receiving more and more attention, but this should be on a quite different basis. A

special library of pedagogics is of course the first desideratum. Next to this emphasis should be placed on a children's library as an essential part of normal school equipment. The successful teacher of the future must be fully informed in the choice of books and thoroughly trained in the best methods in the children's library. Practice work with children is becoming a prominent feature of all good normal school training and the teacher who is to succeed must be prepared to take full advantage of the children's room of the public library in the place where he or she is to teach. If the local library has no such department, it should be the aim of the teacher to stimulate its development, which can often best be done through the women's clubs. The story-telling hour should also be a feature of normal school practice, and for this, capable co-operation can often be procured from the staff of the local library.

IN elementary schools, whether of grammar or primary grades, the situation is quite different. With few exceptions the school will do better to depend directly on the public library as a center than to rely on independent work of its own. The organization of a library in most general schools is apt not to be successful, for in most schools trained help cannot be afforded for the purpose. In fact, from the days when New York state attempted the organization of district school libraries, resulting in sad waste of money and disastrous failure, separate school libraries have proved less satisfactory than reliance upon the general library of the neighborhood, provided always that it is equipped to handle the school work. Probably the best results will be secured when the care of the school or class-room libraries is handed over to the local library to be handled by branch or traveling library methods. In this way,

as a rule, the best educational results can be obtained for the community at a minimum expenditure for the taxpayers, for every dollar will be spent to better advantage by concentration in a well organized library system than by diffusion among a score or a hundred school or class-room libraries, which are too often left to administer themselves.

In the probation system which has become so valuable on the negative side of children's education, by insuring that the truant boys and girls, or those of possible criminal tendency, should be handled through the children's court by probation officers, the public library may well do useful work. Something in this direction has been done by the Somerville (Mass.) Public Library, but it is unfortunate that a misconception of its work has been circulated through the country because of a paragraph in the Librarian's column of *The Boston Transcript*, whose clever writer sometimes permits himself flights of fancy into the humorous and satiric field in which he delights, which may unintentionally but quite seriously misrepresent the trend of libraries and prevent his statements from being authoritative. The Somerville Library, it should be said, has not undertaken to be an agent of the children's court in punitive discipline, but it extends to the probation officers the privilege of the use of a library room in meeting the boys and girls under their care, and has been ready to help in giving these young strays a better chance in life by pointing them to wholesome reading. Surely no work can be better, when it is rightly understood.

The plan for a "Juvenile Book Week," for the Boy Scouts and other boys proposed by the library commission of that organiza-

tion, should have the hearty co-operation of librarians throughout the country. By resolution of the Book Trade Association the retail book trade has agreed to give special emphasis before and during that week to good books for boys' reading; and public libraries by bulletins, posters and special shows of such books should do the same. The Council of the American Library Association has approved the plan heartily, but it should here be noted that the resolutions included in the official minutes in our conference number, gave the form in which they were introduced by Mr. Bowerman, himself a member of the Boy Scouts Library Commission, and not the simpler form in which they were actually adopted. This library commission has done good work in passing carefully upon books relating to or intended for the Boy Scouts, though it should be explained that, with the exception of the reprints included in Every Boy's Library, for the publication of which it arranged officially, it does not publish books, or arrange for their publication, but acts more in the spirit of the *A. L. A. Booklist* in designating books of approved quality. A special Boy Scout number of the *Publishers' Weekly* is announced for October 23, in which good reading for boys will be especially brought to the front, and which will contain a list of three hundred selected books, designated by the commission, with introductions to the various classes and annotations for each book prepared by or for the commission. In making this list, both libraries and retail bookstores have been consulted as to what are "going" books, so that the books recommended shall not only be the best for boys but what boys like best. It is intended also in the November number of the *LIBRARY JOURNAL* to give special attention to Boy Scout literature and boys' reading in general, with reference to the "better reading" week.

THE DEVELOPMENT OF THE MODERN HIGH SCHOOL LIBRARY

BY MARY E. HALL, *Librarian, Girls' High School, Brooklyn, N. Y.*

TWENTY years and more ago we hailed with joy the opening of special reading rooms for children in our public libraries. To-day, those of us who are interested in library work with older boys and girls feel much the same enthusiasm over the possibilities of the modern high school library. In the children's library movement we saw a new and wonderful chapter written in library history. In this year's organized national campaign for better high school libraries we see a fitting sequel to that chapter.

While the work of the high school library is an utterly different problem from the work of the children's room, high school librarians gladly acknowledge their indebtedness to the children's libraries for many characteristic features of the new high school library. The lure of the room is very much the same—pictures, plants, interesting bulletins, walls lined with books in attractive bindings, tables strewn with magazines and fascinating illustrated editions of the world's great books, and, best of all, a pervading joyous atmosphere of freedom. The room may fulfil all its proper pedagogical functions as a reference collection for obtaining information, a training school in best methods of securing that information, a laboratory for special topic work and collateral reading in connection with the subjects in the curriculum and yet fail of one of its highest functions if it fails to be a place of inspiration and recreation as well. This reading room feature of the new high school library, its "browsing corner" suggested by the Smith College Library, or its "bait shelf" suggested by Professor Abbott of Columbia University, has values which cannot be measured by any class examinations. Rackham and Maxfield Parrish, Dulac, Abbey and Hugh Thomson do more to cultivate a taste for good reading and the ownership of books than all the formal written tests on supplementary reading that were ever faithfully prepared by the conscientious teacher of

the past. Dipping into the many books of many kinds which make up a carefully selected high school library is a liberal education in itself and a very real means of culture. Just to glance each day over the current magazines or the ever-changing bulletin boards with their ever-changing collections of pictures, clippings and suggestive reading lists, stimulates intellectual curiosity and widens a pupil's interests.

To realize what we mean by a "modern" high school library one must actually see it in action. Even the high school librarian who spends her days year in and year out in this library feels each day the fascination and wonder of it all. To have as your visitors each day, from 500 to 700 boys and girls of all nationalities and all stations in life, to see them come eagerly crowding in, 100 or more every 40 minutes, and to realize that for four of the most important years of their lives it is the opportunity of the library to have a real and lasting influence upon each individual boy and girl, gives the librarian a feeling that her calling is one of high privilege and great responsibility. One has constantly in mind the splendid summing up of this opportunity by Dr. Atkinson in his article on "Reading for young people" (*LIBRARY JOURNAL*, April, 1908, 33:134): "The reading of the adolescent period, which is conceded to be the most critical period of a man's life, has not received the attention that it should. The mental life of the adolescent is distinct from the mental life of the child and so is the problem of his reading. I believe there is greater need for looking after the matter of reading during the adolescent period, when habits of a lifetime are formed, than for any other period. During the period of youth, when the interest is so easily aroused, when the sympathies are so keen, when the mind is so open to impressions, and the memory is so tenacious in retaining them; when the tastes are as yet unperverted, and the capacity for forming ideals is so strong; when the na-

tural appetite for reading is so marked and when the conditions of life give so much leisure to indulge it—at this time, if ever, is there necessity for wise and skilful guidance in the use of books. Only arouse a love for the best in literature and little thought may then be given to what the men and women of the future will read."

Now that the leaders in the educational world are becoming quite as enthusiastic as librarians over the possibilities of the new type of high school library, the near future will reveal many new developments. As school superintendents, high school principals, teachers of English and history, indeed any teachers who believe in the influence of books and good reading, visit these twentieth century libraries, or, better still, work within the school in close co-operation with the librarian in making the library all that it ought to be, important suggestions are being constantly made as to its larger usefulness to the school. The place which the library is to hold in the high school of the future has already been recognized. Dr. Darwin L. Bardwell, district superintendent of high schools and in charge of the high school libraries of New York city, writes: "It may confidently be asserted that the most potent single agency in the modern cosmopolitan high school is the library." (*Educational Review*, April, 1915.) Likewise Mr. Jesse Davis, principal of the Grand Rapids High School, writes: "The school library of the future will be the proof of the extent of the transformation of a high school from the mediaeval system of the past to the new standards and ideals in high school education of this twentieth century. I believe I am safe in saying that the school library will be the proof of the educational value of the new curriculum. When our schools have outgrown their cloister days and are aiming to prepare our boys and girls for the life they must live in a workaday world the library will be the open door to the opportunity of the present." (N. E. A. Proceedings, 1912, p. 1267.)

What we understand to-day by a "modern" or "twentieth century" high school library is largely the growth of the last ten years, most of these libraries having been

established or reorganized since 1905. If we were to define briefly this new type we might sum it up in a paragraph which would show at least how widely it differs from the high school library of the past and the library still to be found in the great majority of high schools to-day. It is a carefully selected collection of books, periodicals, pamphlets, clippings and illustrative material, chosen to meet the needs of the average high school student, organized according to modern library methods by a trained librarian who can devote her entire time to the school library, and who is thoroughly interested in boys and girls. This library has a spacious and attractive reading room seating anywhere from 50 to 125 pupils, it is maintained by adequate annual appropriations and is used by every department in the modern high school for information, as a means of awakening or stimulating interest in a subject, and for all that such a room may do by way of suggestion and inspiration. It is the headquarters for many reading clubs conducted by teachers and librarians working in co-operation, it is used for classes trained by the librarian in the use of the library reference books and tools, it becomes a social center for afternoon and evening receptions to groups of students and to their parents, it works in close co-operation with the public library of the city and encourages the constant use of its resources.

The activities of the modern high school library are fast outgrowing the one reading room and other rooms are being added. As we look over the plans of the newer library rooms we find in addition to the reading room a librarian's office or workroom in the Spokane High Schools, a teachers' reference room in the new Hutchinson High School of Buffalo, a library classroom which is to be fitted up in the Girls' High School, Brooklyn, N. Y., during the next school year. This proposed library classroom is one of the contributions made by teachers to the development of the high school library and is the result of suggestions found in a "Report on English equipment," by Vincil Coulter (*English Journal*, March, 1913), and the practical suggestions made by Professor Abbott of Columbia University as one of his contributions to the work of the New

York Library Club's committee on school libraries. The library classroom adjoins the library reading room and should be fitted up to have as little of the regular classroom atmosphere as possible. It should be made quite as attractive as the reading room and have its interesting pictures on the walls, its growing plants and its library furniture. Chairs with tablet arms on which pupils can take notes, one or more tables around which a small class can gather with their teacher and look over beautiful illustrated editions or pass mounted pictures and postcards from one to another, should surely form a feature of this classroom. Walls should have long stretches of bulletin space on which a teacher may place pictures and clippings to illustrate or add interest to the hour's lesson. There should be cases for large mounted lithographs such as Mr. Dana lends to schools and cases for maps and charts, lantern slides, mounted pictures, and clippings. A radioticon or lantern with the projectoscope in which a teacher can use not only lantern slides but postcards, pictures in books and magazines, etc., is a most important part of the equipment. For the English work and, indeed, for German and French a Victrola with records which will make it possible for students to hear the English and other songs sung by famous singers, will help them to realize what a lyric poem is. This Victrola will be particularly helpful to classes studying Palgrave's "Golden treasury." A small platform for classroom dramatics completes the important features of this new room which adds greatly to the library's opportunity for service to the entire school. Simple stage property in the shape of table, chairs, etc., and background and curtain furnished by the art department at little expense add much to the pupils' enjoyment of a play of Shakespeare or Sheridan's "Rivals," etc. This room will be used by the librarian for all her classes in the use of reference books and library tools, it will constantly serve teachers of history, Latin, German, French, and be a boon to the departments of physical and commercial geography. After school it will be a center for club work. Reading clubs can be made more interesting by the use of the lantern and dramatic clubs will enjoy the

platform for amateur plays. All through the day it will be in use. Classes will be scheduled for a regular class recitation there when a teacher wishes the aid of the room in awakening interest. A class about to begin reading Homer's *Odyssey* in first year English will be given some background for the enjoyment of this work by a library hour in this classroom. Students will gather around the tables on which are opened Dr. Schliemann's books with their interesting illustrations, a teacher will read aloud his story in his autobiography of how he as a little boy came to have this burning desire to "dig up Troy." The various illustrated children's versions of the *Odyssey* will be there, particularly Church's *Odyssey* for boys and girls, with its colored pictures. There will be books on Greek customs, mounted pictures in color such as the three favorite pictures of Circe by Maxfield Parrish, Dulac and Burne-Jones, classical dictionaries, mythologies and books of travel in Greece, such as Barrow's "Isles and shrines of Greece." Each student will be supplied with a Gayley or Bulfinch to take home and a list of interesting myths to read before beginning the real study of the *Odyssey*. In this room they can talk more freely than in the busy reading room and such a library hour leads to many happy study periods in the library reading these books or looking at these pictures as they reach certain portions of the story of Ulysses. This is merely a suggestion of how a teacher uses such a room. The same kind of a library hour will stimulate interest in Virgil, in a lesson in mediaeval history, etc., the lantern being used whenever it will help.

In such a library as we have tried to picture in this paper we have traveled a long way from the high school library with which most of us were familiar, the dreary room with its glass cases and locked doors, its forbidding rows of unbroken sets of standard authors, its rules and regulations calculated to discourage any voluntary reading. If it was open to the pupils at all it was likely to be associated in their minds merely as a place of set tasks where so many pages of collateral reading had to be done. There still exist high school libraries which do not even provide a reading room, where books are shelved in the prin-

cial's office and kept under lock and key or locked in cases in classrooms. We still find the reference facilities consisting of one long table in a corridor and a few dictionaries and an encyclopedia. But the doom of these libraries has been sealed and we feel that it is only a question of a few years before they will go the way of many other relics of the dark ages.

How did this new type of library come to be and who were the pioneers,—the teachers and librarians of vision who saw possibilities in the forlorn excuse for a school library with which most of us were familiar twenty or more years ago? We have not data at hand to write a full history of this development of the modern high school library. We wish we might name the devoted teachers of English and history and other subjects who, in certain high schools, with the care of the library thrust upon them as an additional burden, with no appropriations for books and only a tiny library room, yet made the school library for many pupils much the delightful spot the modern library is to-day. These teachers often bought with their own money attractive editions of books and lent them to pupils, collected pictures and clippings much as we do in our vertical file now, and filled the windows with growing plants to make the room attractive. But such rooms were the exception rather than the rule.

It is a particularly pleasant privilege in surveying briefly the part that librarians have had in this movement to pay tribute to some of those well known and honored in the library world who long ago, before the high school library appeared in the indexes to our library periodicals, helped lay the foundations for the high school library of the present and future. High school librarians in the early days found some interesting suggestions for their work in the paper by Miss Katharine Sharp on "Libraries in secondary schools" (*LIBRARY JOURNAL*, Dec. 1895). She had a clear vision of what these school libraries might be. To those of us who know Mr. Brett it is no surprise to find that as early as 1895, when most of us were absorbed in the new work with children, he saw also the need of a good high school library for the older boys and girls. In that year he opened a branch of

the Public Library in the Central High School of Cleveland with Miss Effie L. Power (now supervisor of work with children in Pittsburgh) in charge. Mr. Brett's contribution was the suggestion that if the Board of Education would not or could not maintain the kind of a high school library needed, the public library might step in and help by supplying books and a trained librarian. In 1899, four years after Mr. Brett's experiment, Dr. Frank P. Hill, at that time librarian of the Newark Public Library, wholly unaware of Mr. Brett's branch library in the high school, started a similar branch in the Barringer High School, Newark, granting an annual appropriation for books and attending to the cataloging of them, making the high school a delivery station of the public library but providing no trained librarian. Since then, as we all know, important co-operative arrangements for high school branches under joint control of Board of Education and public library have been made in Portland, Ore., Madison, Wis., Passaic, N. J., Kansas City, Tacoma, Gary, Manchester, N. H., Somerville, Mass., Pawtucket, R. I., etc. In many cities the only hope of establishing a modern high school library is in such action from outside, as boards of education and school superintendents are apathetic or cannot make the necessary appropriations for books and librarian's salary. What private individuals and associations did in supporting kindergartens and manual training schools until school boards recognized their educational value that, in some cities, the public library must do, to prove the value to a high school of a good high school library.

But in other cities the school boards themselves early recognized the importance of developing the high school library through the appointment of a librarian with some training who could devote her whole time to the work instead of closing the library part of the day as she taught certain classes. Among these libraries were two which have had an important influence in introducing systematic instruction of high school students in the use of a library, the library of the Central High School, Detroit, Mich., and the Central High School of Washington, D. C. In Detroit, Miss Florence M.

Hopkins was a pioneer in this work and outlined a course of eight lessons which were considered of such value to the English students that credit was granted in the Department of English for work done in connection with these library talks and quizzes. In the year 1898 Dr. Francis Lane became principal of the Central High School of Washington, D. C. He had served as high school librarian when an English teacher and knew from experience the necessity of a librarian who could devote her whole time to the library. Dr. Lane as librarian had introduced the plan of having new pupils report to him for instruction in how to use the library and this work was further elaborated into a course similar to that of Miss Hopkins by the librarian appointed in March, 1898, Miss Laura M. Mann, whose interest in the possibilities of the library led her to take a summer course in Library Economy with Mr. Fletcher at Amherst and who had given her services to the Central high school for some months previous because of her interest in high school boys and girls.

Other librarians who early saw the need for library instruction of high school pupils and whose influence brought it about in certain high schools, were Miss Mary W. Plummer, Mr. John Cotton Dana, Miss Imogene Hazeltine, Miss Irene Warren, Miss Julia B. Anthony of Packer Institute, Brooklyn, N. Y., Mr. Finney of the University of Michigan and Miss Rathbone of the Pratt Institute Library School. These names are merely a few of those which might be given and are chosen because their work in high schools and articles in educational and library journals have had an important influence.

As far as can be ascertained, the first library school graduates appointed to high school libraries were Miss Mary Kingsbury, Erasmus Hall High School, Brooklyn, N. Y., in 1900, the present librarian of the Girls' High School, Brooklyn, in February, 1903, Miss Bertha Hathaway, Morris High School, New York City, in September, 1903, all of Pratt Institute Library School, and Miss Celia Houghton, Albany High School, Miss Mary Groves, East High School, Rochester, both graduates of the State Library School at Albany and ap-

pointed about 1905. Others there probably were but their names are not known to the writer. Since 1905 more than 50 library school graduates have been appointed to high school positions, 10 of these being in New York City. Boards of education are rapidly being convinced that the establishment and maintenance of high school libraries on a modern library basis is a paying investment in all that such a library means in the life of a high school and where the library is wholly under the board of education high school principals are urging that it be considered not only a recognized department of the school but the most important department, inasmuch as its work affects that of all other departments. Instead of one librarian we find a head librarian and often one or two assistants, college men and women with library school training. Many leaders in the educational world who are aiding in this movement for better high school libraries feel that our ultimate aim must be a type of high school library which holds the same place as a department and integral part of the modern high school that the library now holds in our most progressive universities and colleges. They believe that the librarian should be appointed by the school board as a member of the faculty with the same standard of qualifications as for any other high school teacher or head of department, and that the library should be administered under school board control but in the very closest possible co-operation with the public library. Mention should be made of the work of some of the most progressive high school libraries under school board control, *e. g.*, the Gilbert School, Winsted, Ct.; William Penn High School, Philadelphia; High Schools of East Orange and Newark, N. J.; of Albany, Rochester, New York city, N. Y.; Grand Rapids and Detroit, Mich.; Spokane, Wash.; Oakland and Los Angeles, California. In all these the library has from the beginning been maintained by the board of education as an important feature of the school.

The following states have been particularly progressive in introducing this new type of high school librarian and have done much through the influence of state education departments to set up standards as to what a

high school library should be: Minnesota, Oregon, California, New York, Michigan, and New Jersey. Nowhere has the state set up such splendid standards for the libraries of the small high schools as in Minnesota, where every teacher in charge of a library in a high school receiving state aid must have at least a summer course in library training. In California the rapid progress in the development of high school libraries promises to put that state at the head of the list of states having the largest number of up-to-date high school libraries in charge of trained libra-

rians. Much of this is due to the pioneer work of Miss Ella M. Morgan appointed as librarian of the Los Angeles High School in 1903 and to Miss Emma J. Breck, teacher of English in the University High School, Berkeley, and formerly serving as librarian and teacher in the Oakland High School.

In the new campaign which has just been inaugurated our slogan must be "A live twentieth century high school library in every city high school in the country."*

*Any readers of this article who can furnish data for a fuller history of high school libraries will confer a favor by communicating with the writer.

THE STATUS OF THE LIBRARY IN SOUTHERN HIGH SCHOOLS

By C. C. CERTAIN, *Central High School, Birmingham, Alabama*

FROM the university to the graded school, we trace changes in the school library, paralleling those that have in all other departments sprung from our general plan of educational reorganization and readjustment. These changes have accompanied the transformation of ideals and methods that has recently taken place in the teaching profession, a transformation that is affecting our whole educational life in both spirit and physical exterior.

The LIBRARY JOURNAL for May in commenting upon the central position of the modern university library, points out that the new library at Johns Hopkins University is "the dominant architectural feature of the whole university plan, occupying the most conspicuous place in perspective, and communicating with the other buildings of the main quadrangle through the corridor wings." The high-school libraries in many cities of the country rival in purposefulness and beauty of design, the university library; and, as we all know, the library department for the graded schools has become in significance a department of fine arts.

But the status of the high-school library until recently was as indeterminate as the whims of teachers could make it. In general, the attitude of teachers and educators has been characterized by extreme indiffer-

ence to the value of high-school libraries, and individual teachers have been left largely to their own devices of either neglect or misdirected effort. A few examples will serve to illustrate what has happened as a result of this attitude.

In our own southern high schools alone, more than a million obsolete, unclassified text-books are stacked away as so much worthless trash, indicating in a single item the enormous waste that extends through our whole system of schools.

Yet the haphazard book accumulations of the past continue to be added to in a variety of ways. There is the book collection made, for example, by the teacher who forms a temporary connection with a school, humors some little crotchet he has in buying books, burdens the school with the books of his selection, shifts positions within a term, passes on, and makes way for a successor who does as bad or worse in repeating a similar book-buying performance. In this high school the books are, of course, never cataloged, and rarely if ever reach an orderly position in a book case or on book shelves.

Again, there is the high-school in which some enthusiastic principal garners books for a few years with no predetermined plan for their care and use. There, too, the books outgrow their usefulness as the col-

lection increases in size, and nothing but the cooling ardor of the principal can limit the extent of the waste.

But there is another posture in which we may view the high-school library, for we find it in some instances ignored and even regarded as a school nuisance. There are teachers, principals, and school superintendents who recognize but little good in the library. They fear that children will idle away precious minutes, if privileged to read books during school hours. They systematically exclude, if possible, all but textbooks from the school; and as an extra precaution, place formidable restrictions upon the use of the reading room, if such there be, requiring special permits for library privileges, all permits being severely dated, and time limited. In the best managed schools of this type, only exceptionally bright children are regarded as worthy of the library privilege. All other children must be up and busy and at the rigorous task of education. The child, whom natural inhibitions would doubtless rob of all the pleasures of reading, is prodded aside from a temptation that has no lure to him.

On the level, perhaps, with these high schools, is the high school whose existence is completely expressed in terms of ponderable, material things. In such high schools there are few books other than laboratory manuals, in which the children are supposed to find inspiration when they are not occupied with tasks in some department of the manual arts. Mr. Arthur E. Bostwick, director of the St. Louis Public Libraries, in a recent address on "School libraries and mental training" cleverly protested against this type of school and against the educator who is responsible for its existence. Mr. Bostwick "wonders" if educators are not "tending towards a neglect of imponderables, measuring educational values solely in terms of hours, and units, and in the passing of examinations."

The library situation as we know it in the South has many a weakness for us to strengthen, and many a defect for us to remedy.

At the close of a library conference recently held at the University of Alabama, a principal of one of our county high schools called me to one side and asked me to offer him some suggestions with reference to the

care of his library. He stated that his library was too small to require the attention of a librarian, but sufficiently large to occasion him considerable anxiety because of the abuses that it received through neglect. When I suggested that he and his teachers share equally the responsibility for the care of the library, he informed me that neither he nor his teachers had vacant hours to use in this manner, that all their time was occupied in the class-room. Obviously, but one arrangement could be made, and that was for him to call upon his pupils for volunteer service in the library. Such an arrangement is far from unsatisfactory in the school and affords opportunity for a high type of training for many of the pupils. No high school, however small, should neglect to give the pupils systematic instruction in the use of books and libraries; and such instruction may be vastly improved through some form of motivation. The children themselves enter into the situation with enthusiasm. The school housed in a small building of two or three rooms should have one class-room equipped with one or two tables, a vertical filing case for pictures, and magazine and newspaper clippings, a card catalog, and shelving for books. All of the classes in English should have opportunity to recite in this room, and occasionally the recitation period should be given exclusively to training in the use of reference books and to informal chats with the children about their reading. If the room is in use every period during school hours, it should be kept open by a teacher or one of the pupils for at least an hour or two each afternoon. A resourceful teacher may devise many ways for remedying difficult situations, if he is truly in earnest and seriously believes in the importance of the school library.

High-school inspectors state that unfavorable conditions are frequently accepted with indifference. Under crowded conditions, the books are sent to the attic or to the cellar, or they are stacked in heaps beneath the stairs or back of doors. In a few instances, no books are allowed in the school, because the principal regards them as a nuisance, serving only to clutter up the building. If there were no other standpoint from which to consider the matter, such an attitude might be justified, but

there are other standpoints, as you know, and no reasonable explanation can be offered in justification of the high school without library facilities.

It is difficult to discuss high-school library problems intelligently because of the meagerness of accurate information relative to actual conditions. We know, however, that library facilities in southern high schools are distressingly inadequate to the professional needs of teaching. For example, in Alabama only one county high school owns a library of more than one thousand volumes, and the average number to the school does not exceed 230; whereas each of these schools should have from two to three thousand books, for effective work. Moreover eight of these high schools owned fewer than seventy-five books last term, and almost none of them had any system of cataloging or accessioning the books owned by the school.

The situation in Alabama is typical of that in many other states of the South. It must be borne in mind, however, that many of the southern states have until very recently been handicapped by certain constitutional inhibitions. The people in some of these states have not in the past had the privilege of supporting their schools through local taxation by an increased rate of any kind. The county high schools to which I have just made reference were constructed only within the past few years and at a considerable expense to a few enterprising citizens of the communities in which the schools are located. The funds for purchasing the grounds for the high schools were raised largely through private subscriptions. On these grounds the state erected the buildings, but almost none of them were equipped. The leading citizens of the community, already tested to the limit of generosity, were, therefore, called upon for additional aid; or the teachers in the high school were expected to devise means of raising the needed money. The teachers, it is true, made a feverish effort to secure the needed equipment; they worked courageously and accomplished wonderful results considering the conditions; but the high schools, nevertheless, are, as I have indicated, almost devoid of library facilities.

And yet, it may seem paradoxical to say that to establish libraries in these high schools under present conditions, would be both to relieve and to aggravate our complaint of library difficulties. Progress is a forced and tedious process involved in mazes of prejudice and ignorance. Certainly in our efforts to improve high-school library conditions, gains are made slowly; and at times our very efforts seem the cause of retrogression. We are forced to accept futile compromises, if we attain our purpose in any form. We talk of establishing libraries and are understood to mean purchasing large collections of books. And strangely enough these same books are thought to be things of convenience, and ready reference that can be stacked to one side and consulted when occasion demands. So it goes; we pass the stage of no libraries to arrive perhaps at another stage equally difficult, the stage of abundant library facilities but with no provision for library administration; as if books alone could minister to the needs of children.

In some of the southern states the history of the high-school library is at this second stage. There are a few high schools suffering with books *ad nauseam*. We are constantly having experience with such situations, but are slow to profit by the lessons that experience endeavors to teach. The situation is paralleled in the following example.

Only a few years ago a law was passed in one of our southern states providing funds for the establishment of libraries in rural elementary schools. Since that time, libraries have been developed in these schools at the expense of thousands of dollars; but not one cent has been made available for the care of these books. There is not one person in that whole commonwealth whose direct responsibility it is to care for these enormous book accumulations. Trained school librarians are almost unheard of, even in the largest high schools, much less in that state's elementary schools. Of course, the teachers are supposed to be the custodians of these books, but they regard the duty vaguely as an imposition, for as a rule they are overburdened with other work. Then, too, these teachers are *nomads*; they wander from place to place year after year, leaving the book collections to

be scattered, or despoiled, as chance may direct. The result is that some good citizens with tender consciences are ashamed to see further expenditures upon these elementary school libraries, until adequate provision has been made for the state library administration in these schools. Yet, thus far no law is forthcoming creating the office of state library inspector, or of state supervisor of school libraries.

I have given the foregoing recital in detail, because the conditions in that state are essentially the same as those in other southern states. Only a few states, as Tennessee and Oklahoma, have laws framed to meet real library needs. The experiences, too, with elementary school libraries are constantly being repeated with high-school libraries.

But the foregoing considerations are problems of legislation and will be solved happily, we dare hope. As a matter of fact, conditions are ideal in many southern states for the development of high-school libraries. To begin with, the high schools are new and the communities in which they are located regard them with interest and pride. Any opportunity whatever to aid in a substantial movement for the establishment and maintenance of high-school libraries will be met with instant response. With local committees at work, we are sure too, to pass within the next few years more satisfactory library laws in all southern states.

The movement for better high-school libraries is meeting with response from every section of the South. Alabama and Tennessee have recently held conferences. In Alabama the state high-school inspectors and the state superintendent of education are co-operating with the movement. The state superintendent of education of Oklahoma has also pledged his support. Many educational organizations are giving attention to the problem of high-school libraries. The Missouri Association of Teachers of English and of Modern Languages has made high-school libraries the main topic for discussion at the November meeting in Kansas City. The teachers of English and history of New Orleans, Louisiana, have effected a permanent organization on high-school libraries. A committee on high-

school libraries has been created by the Alabama Association of Teachers of English. The University of Tennessee is planning a permanent library course to be held during the term of the Summer School which is attended by teachers from every section of the land. Other southern universities and normal schools are preparing to give summer-school courses on training in the use of books and libraries. At the University of Alabama during the past summer, method courses in English were offered featuring the use of elementary-school and high-school libraries.

Of all these, the most significant organized movement for better high-school libraries in the South is, however, the southern committee, created at the Library Conference held in April at the Chattanooga meeting of the Southern Conference for Education and Industry. Within a month after its organization this committee was actively at work. The following statement with reference to the committee and its plan of work will be read with interest by all teachers and librarians:

Southern Conference for Education and Industry

COMMITTEE ON HIGH SCHOOL LIBRARIES

At the Chattanooga meeting of the Library Conference a motion was passed providing for the appointment of a committee on high school libraries. The motion was passed in accordance with a plan set forth in an address by Mr. C. C. Certain, Central High School, Birmingham, Ala. According to the motion, the work of the committee will be conducted not only with reference to libraries in city high schools, but also with reference to libraries in rural high schools.

The following committee has been organized:

Chairman, Mr. C. C. Certain, head of department of English, Central High School, Birmingham, Ala.

Secretary, Dr. J. L. McBrien, school extension agent, Bureau of Education, Washington, D. C.

Member in charge of library exhibits, Dr. J. D. Wolcott, chief of library division, Bureau of Education, Washington, D. C.

LIBRARIES IN CITY HIGH SCHOOLS

Virginia, West Virginia, Maryland

Dr. C. Alphonso Smith, Edgar Allan Poe professor, University of Virginia, University, Va.

North Carolina, South Carolina

Dr. Louis R. Wilson, director, Bureau of Extension, University of North Carolina, Chapel Hill, N. C.

Kentucky, Tennessee, Mississippi

Miss Lucy E. Fay, librarian, University of Tennessee, Knoxville, Tenn.

Kansas, Oklahoma, Texas

Miss Jennie M. Flexner, director of circulation department, Public Library, Louisville, Ky.

Missouri, Arkansas, Louisiana

Mrs. Esther Finley Hervey, librarian, Sophie Newcomb Memorial College, New Orleans, La.

Alabama, Georgia, Florida

Mr. C. C. Certain, head of department of English, Central High School, Birmingham, Ala.

LIBRARIES IN RURAL HIGH SCHOOLS

Maryland, West Virginia, Virginia, North Carolina, South Carolina

Dr. J. L. McBrien, school extension agent, Bureau of Education, Washington, D. C.

Kentucky, Tennessee, Mississippi, Alabama, Georgia, Florida

Mrs. Pearl Williams Kelley, director of library extension, Department of Education, Nashville, Tennessee.

Missouri, Arkansas, Louisiana, Kansas, Oklahoma, Texas

Dr. Milledge L. Bonham, Jr., Louisiana State University, Baton Rouge, La.

In order to secure the necessary co-ordination in the work of the committee, the following sub-committees have been formed:

1. Dr. J. L. McBrien, chairman; Dr. C. Alphonso Smith, and Dr. Louis R. Wilson.

2. Mrs. Esther Finley Harvey, chairman; Miss Jennie M. Flexner, and Mr. Milledge L. Bonham, Jr.

3. Miss Lucy E. Fay, chairman; Mr. C. C. Certain, and Mrs. Pearl Williams Kelley.

In securing the appointment of local state committees, an effort will be made to appoint in each state a single committee representative of both urban and rural communities. The chairman of each sub-committee will aid in the formation of such local organizations, and should compile a report on the work of those organizations, with the purpose of transmitting this report to Mr. Certain in March, 1916.

Dr. J. L. McBrien will furnish information relative to the most enterprising rural-school experts in each southern state.

PLAN OF WORK

The committee will be expected:

1. To secure the appointment of state committees on high-school libraries.

2. To send out a questionnaire as an inquiry into conditions affecting the high-school libraries in each southern state, and to tabulate results.

3. Based on this survey, to recommend standard equipment for the libraries in the three types of high schools; i.e., for (1) the Metropolitan High School, having an enrollment of from 800 to 3000 pupils, (2) the High School of the Town or Small City, having an enrollment of from 200 to 600 pupils, (3) the Small Rural High School, having an enrollment not exceeding 100 pupils.

4. To be prepared to give advice to schools applying for it.

5. To present the necessity of better libraries in high schools at every possible opportunity, and to urge that this necessity be discussed adequately at educational and library meetings.

6. To secure the appointment in every southern state of a state Supervisor of High-School and Elementary-School Libraries.

7. Where states have a director of school libraries, to co-operate, and not work independently.

8. To secure the co-operation of state library commissions, reading circles, and departments of public education.

9. To do what may seem best to improve the selection of books on state lists.

10. To establish libraries in rural high schools.

11. To establish libraries independent of study halls in city high schools.

12. To urge the appointment of trained librarians in every city high school.

13. To recommend a fixed annual appropriation for buying books in each high school.

14. To urge the need of training pupils in the use of books and libraries.

15. To prepare and distribute high-school courses on training in the use of books and libraries.

16. To establish a model high-school library in at least one city in each southern state.

17. To prepare standard high-school library exhibits.

18. To popularize the traveling library in rural communities.

19. To convey to Mr. C. C. Certain, chairman, Central High School, Birmingham, Alabama, an annual report, in March 1916, of high-school library progress in each southern state.

20. To work up an interest in a southern gathering of high-school librarians at the next meeting of the Southern Conference for Education and Industry.

TEACHING THE USE OF THE LIBRARY

BY MARY ELIZABETH DOWNEY, *Library Secretary and Organizer of Utah*

It is often difficult to get people to understand the necessity for technical work in a library. After working sometimes for years to bring the catalog and reference helps to what they should be, the library staff sometimes questions whether it has been worth while when they see almost no one using them but the staff itself. The next generation will see a change in this regard, for we must remember that modern library methods are not much beyond the quarter century mark. In towns and schools not accustomed to these helps it is not to be wondered at when people regard them as mysteries to be solved only by those who have produced them. But as our public libraries become more numerous and people are taught the value of technical helps, our girls and boys will not get through the public schools and colleges without knowing the book from the library point of view. If one could have something of library training before going to college, he could do the college course with perhaps one-third less effort, because of having learned how to use books. Few people, till specially taught, understand the use of a card catalog or the indexes to periodicals, while many fail even to profit by the tables of contents and indexes contained in the books themselves. The public is not accustomed to a book on cards, i. e., the card catalog, any more than to one of bricks or in the form of a roll. People should be taught how to use a library, not for the purpose of relieving the

staff, but so they will know more intelligently how to ask for what they want and to ask with greater confidence. It also inspires the feeling of ownership on the part of the patron, taking away the feeling that the library belongs only to the librarian. If possible in the smaller towns this help should be given to all the boys and girls in the high school and after that to the beginning or freshman class. If the high school is too large the work may be done only with the freshman class. The work should be given to a small group at a time, from eight to twelve making a good number. The group comes in to the library and is met by the librarian, who asks for the list and calls the names. Pencils and paper are given them and a sheet containing the 100 divisions of the Dewey Decimal Classification. They are then asked to come to the shelves for the explanation of the book arrangement. The talk may be given after this manner:

We shall expect the very best attention you are capable of giving throughout this explanation, as at the end you will be given problems which you cannot solve unless close attention is given.

Let us first consider the fiction which is arranged alphabetically from A to Z, by authors. This arrangement brings together all the books by the same author and makes finding the fiction very easy. Some libraries arrange it all together on as many stacks as are needed, while others use what we call the ribbon arrangement, taking one

or two rows between other books and continuing throughout the stacks. This arrangement scatters people, relieving congestion in the busy time after school, when grown people and children crowd the shelves, making it difficult for the staff to get among them. It also lets people *see* other books, which makes them want to *read* them. Curiosity alone takes the eye above and below the line most sought, thus leading to the classed books. It again keeps the books most desired on a line with the eye and within easy reach of the arms both for public and staff. It also keeps an even wear of the stack room floor. You notice we use the ribbon arrangement in this library, taking the third shelf from the top for fiction. If we were to take a ribbon or string and run it along this third shelf in all the stacks we would strike all the fiction. When we come to the problems, I will give each of you an author or an author and title and ask you to come back to the shelves and get the book.

Let us now take up the classed books. The sheet in your hands gives their arrangement. You saw how the fiction was arranged as simple as learning the alphabet—a, b, c. These books are arranged like arithmetic, counting 1, 2, 3, or 100, 200, 300. Do you see this book which I hold in my hand? It is called the Dewey Decimal Classification. I would like you to notice this page which contains the ten classes. 0 General works, 1 Philosophy, 2 Religion, 3 Sociology, 4 Philology, 5 Natural Science, 6 Useful arts, 7 Fine arts, 8 Literature, 9 History. All literature may be divided into these ten classes. Every book that comes into the library goes into one of them. The sheet which you hold in your hands contains these classes each divided into nine more, making the 100 divisions. But I shall not carry you further. Every figure means something to the person who knows—thus: 973—9 history, 7 North America, 3 United States, History of the United States. You see it is like playing a game. I should like you to notice that History includes Travel and Biography. Do you see how they are related? Biography is the history of an individual or group of people in a country, history of the life of all the people of a country taken collectively; while travel

is what you see as you go about through a country.

The classification goes on dividing and dividing. If you were to have a great book with one of these classes as its subject, the table of contents or chapters might well have these divisions as their headings, in other words the book might be analyzed under these headings.

If you will learn these ten classes, and then *if you only would learn the 100 divisions*, so they will be familiar to you, you could help yourself intelligently in almost any library.

Now let us look at the books on the shelves. Do you see the numbers on the backs of the books? We start at the upper left hand corner of the stack with the zeros and follow along each shelf from left to right, till we come to 100; then go from one number to another to 200, and so on through the 900's. Do not forget to skip the third shelf each time, which you remember is fiction.

Again these numbers on the backs of the books are the same as the numbers on the left hand corner of the cards in the catalog, to which we shall go presently. Later you will be given an author and title or a subject to look up in the catalog from which you are to get the number of the book which you will find in its place on the shelf. You notice again how it is like playing a game.

Come now to the card catalog. This is called a dictionary catalog because it is arranged alphabetically like a dictionary, under author, title, and subject. You notice these labels A to Z on the outside of the drawers. I presume every dictionary was first made on cards, then printed in sheet form, making the book to which you are accustomed. That is just what we would do if we wanted this catalog put into sheet form—send these cards to the printer to be set up in type one after the other till it would finally come out a book on sheets instead of cards. Why don't we have it so? Because new books are constantly coming to the library which would make the catalog out of date even before we could have it printed. In this form we can keep it up to date all the time. Now that you understand it you will never again feel afraid of a book in this form.

I said a moment ago that this catalog is arranged alphabetically by author, title, and subject. All books have author cards, some have title cards and many have subject cards. To illustrate, first take titles. Many people read fiction only to be entertained. They care nothing about authors except sometimes to ask for another book by the same author as one they have just read and liked. They ask "Is 'Lovey Mary' in?" "Is 'The crisis' in?" and in a very large proportion of times could not tell the author if asked. Let us try it. Answer quickly. Who wrote "Lovey Mary?" Who wrote "The crisis"? You see how one is just as likely to respond to "Lovey Mary" with Mrs. Wiggs or Kate Douglas Wiggin as the real author, Alice Hegan Rice, while the answer to "The crisis" is as often Richard Carvel as Winston Churchill. For such readers, only the title is necessary, though the book is also always entered under the author. So for fiction we have title cards and also for other books likely to be called for by title rather than by author.

Another class of readers, as scholars and specialists, know books by author. They know the experts working along certain lines and all the best books on the subject, *e. g.*, your science teachers know the best writers on botany, physics, chemistry, or astronomy. Your botany teacher recently asked us to get a certain set of books which she said was written by the finest expert in that subject. The professor of United States history came from the State University to teach his subject at the teachers' institute. He wrote the county superintendent of schools, asking what the public library had in United States history. "Have they Channing, Fiske, Hart, etc.?" He knew his subject and wanted books by authorities to which he might refer the teachers. It happened that the library was supplied with all the authors he wanted. If not we might have piled United States histories by other authors from floor to ceiling and still he would have had little use for the library. We might go on with experts in various lines such as the electrician or engineer who wants books by special authors whom he knows to be good. So you see how necessary it is to have all the books entered under authors.

Then a third class of people wants books on certain subjects, sometimes all the material the library has on a given subject. For instance, take the teacher who comes in, in the early spring, wanting to interest her pupils in birds. She asks for bird books, well illustrated, in good type and simple words. She looks in the catalog under "Birds" and notes on a slip the call numbers on the upper left hand corner of the cards. You remember these numbers to which we referred on the backs of the books. Then she goes to the shelves, looks over the books and selects what she wants. This is just what the library attendants do when people ask for material on subjects. In your second problem you will be given an author, title or subject which you are to find in the catalog, then take the number on the upper left hand corner of the card and go to the shelves to find the book which will have the same number on the back. You will then bring the book to me.

Now let us go into the reference room. The general reference books are arranged on the shelves under subject, just as the classed books, which arrangement has already been explained. The periodical files are arranged alphabetically under the name of the magazine, then numerically by volume. Here on the table you see the periodical indexes, Poole's (Abridged) and Reader's Guide to date. In them we have the periodicals all cataloged under subject in book form. We might have it on cards like the catalog you have just seen, but fortunately it has been printed in a book in sheet form so that any library may buy it and not have to work it out for itself, as in the case of the book catalog. Now suppose you want to find what the periodicals contain on a given subject. First we go to Poole's Index (Abridged) and look for our subject just as you would in an encyclopedia or for a word in a dictionary. Then we read the title and author, after which we see some numbers, first the volume number and second the page. Reader's Guide gives also month and year. If we want to find everything the periodicals contain on one subject we may go through the various volumes of the unabridged Poole, or, if we do not have them, the abridged which indexes its periodicals from the time they

began publication down to 1899; then we follow the five year supplements to Poole or Reader's Guide, then use the current numbers of the latter bringing it down to the present month, for even the last month's periodicals on the reading tables are indexed. The names of magazines are abbreviated in the indexes as *Cent. Century*, *Out. Outlook*, *Rev. of Rev.*, *Review of Reviews*, *Scrib. Scribners*, etc. In case you do not know an abbreviation look on the page in the front of the volume where the names of all the magazines are given with their abbreviations. For your third problem you will be given a subject which you are to find in the indexes. Make note of the name of the magazine, volume, and page to which you are referred, go to the shelves, take down the volume, turn to the page and bring it to me.

Now for the problems: First I shall give you an author, or an author and title of fiction and ask you to go to the shelves (not to the catalog) and bring me the book. Second, I shall give you a subject, author, or title and ask you to find it in the catalog, take the call number, go to the shelves and bring me the book. Third, I shall give you a subject and ask you to find it in the periodical indexes. Note the names of the magazines, volumes and pages, go to the shelves, take down the volumes, turn to the pages and bring them to me.

Finally, as you finish you may go and I will ask you to bring other pupils in and show them how to use the library.

STANDARDIZATION OF LIBRARY TRAINING IN NORMAL SCHOOLS*

At the annual meeting of the American Library Association in Washington, D. C., in May, 1914, a special conference of normal school librarians was held which resulted in the appointment of a special committee on library training in normal schools. This was constituted as follows: Lucy E. Fay, librarian of the University of Tennessee, chairman; Delia G. Ovitz, librarian of the Milwaukee Normal School, and Mary J. Booth, librarian of the Eastern Illinois Normal School. The purpose of

* A report presented to the members of the Library Department of the National Education Association at its meeting in Oakland in August.

the committee was to outline a standard course of library training for normal schools. This committee sought the co-operation of the Library Department of the National Education Association and accordingly a like committee, the names of whose members are subscribed, was appointed by that organization at its annual meeting in St. Paul in July of the same year.

The two committees agreed to divide the work. The A. L. A. committee undertook to gather information as to what courses were being given in the normal schools and on the basis of experience to propose a series of courses. The N. E. A. committee for its part agreed to approach elementary and high school authorities in an effort to learn what sort of library training persons in charge of elementary and high schools regard as most desirable. The A. L. A. committee made its report at the annual meeting of that society at Berkeley in June of the present year.

Your own committee sent out to a hundred school supervisors representing all parts of the country a letter explaining the purposes of the committee accompanied by the following questionnaire:

WHAT SHOULD A TEACHER KNOW ABOUT THE USE OF BOOKS AND LIBRARIES?

Please check the items which you consider of first importance.

I. Elementary school teachers should know

1. The best books for the grade they teach
 - a. For home reading
 - b. Connecting with the subject she teaches
 - c. To read aloud
 - d. For stories to tell.
2. The best encyclopedias for graded schools
3. Books about children's reading and story telling
4. How to judge books for usefulness and real worth
5. The best printed lists of children's books
6. The best editions of standard children's books
7. How to buy books economically
8. Book resources of her town, county, state
9. How to use books effectively
10. How to teach the use of indexes in books, the dictionary, encyclopedias
11. Library technique as follows:
 - a. How to mend books
 - b. When a book should be rebound
 - c. How to keep record of the books belonging to the library; i. e. an inventory or accession record
 - d. The best way to keep a record of the books loaned
 - e. How to arrange the books in the library so that the books on the same subject may be easily found; i. e., to classify

II. High school teachers should know

1. The best books on their special subjects
2. Interesting books for home reading for high school girls and boys
3. The best general encyclopedias
4. Encyclopedias of special subjects



"WORKING THE PROBLEMS" AFTER A LESSON IN THE USE OF THE CATALOG GIVEN BY THE SCHOOL DEPARTMENT OF THE PUBLIC LIBRARY
IN PORTLAND, OREGON



5. The best magazines for high schools
 6. The best lists of high school books
 7. How to use books to advantage.
 - a. Dictionaries, encyclopedias, general reference books
 - b. Magazine indexes
 - c. Indexes in books
 - d. Classroom libraries
 - e. Special editions
 - f. In special subjects; e. g. vocational guidance
 - g. In reading for pleasure
 8. How to co-operate with the public library
 9. Library technique as follows:
 - a. How to mend books
 - b. When a book should be rebound
 - c. How to keep a record of the books belonging to the library; i. e. an inventory or accession record
 - d. The simplest way to record books loaned
 - e. How to arrange the books in the library so that the books on the same subject may be easily found; i. e. to classify
 - f. What catalog helps are available
 - g. How to make a card catalog (?)
- III. Normal training department teachers should know
1. The best children's books for rural schools
 2. Books of methods suited to the cadets in training departments
 3. How to interest the cadets in the school library as a part of their school equipment so as
 - a. To care properly for the books
 - b. To keep the necessary records
 4. How to give the students standards for judging children's books
 5. How to buy books to best advantage
 6. How to use the state school library lists
 7. Useful pamphlets for country schools
 8. How to care for pamphlets
 9. How to use the school library
 - a. In connection with the teaching
 - b. For the pupils' home reading
 - c. In community service

Sixty answers were received. Several of the correspondents checked all of the items, declaring that all are important. The majority selected such points as I. I. a., "Books for home reading," and were inclined to pass over as of less importance such items as "Best encyclopedias for graded schools," "How to buy books economically," "When a book should be rebound," "Special editions," "How to make a card catalog," and "How to keep the necessary records." It was clear from the checking that school men prize least the more technical aspects of the teacher-librarian's training; that they most desire their teachers to know what books children can and should use and how to train in the use of them.

The spirit of the replies was most reassuring. There was plainly a consciousness of the need of more and better library training than teachers are now generally given and a disposition to welcome the movement to standardize and extend such training in the normal schools. The following excerpts are typical:

"You have asked me to check items of first importance, which I have done, but

they are all of importance. I am very much in favor of your plan to secure instruction of this kind in the normal schools. It is a move in the right direction."

"Teachers do not need to know library science, but need to know books and how and when to use them, especially books pertaining to subjects they are teaching. Training department teachers need to know a great deal about library work. I cannot omit any points under that head."

"It seems to me that if a course in library instruction were offered for teachers in training schools, all of the subjects indicated on the outline which you have sent me might well be considered. I have checked, however, those that seem of most importance for the teacher, having in mind the fact that someone specially trained would take care of the others. I believe that a definite library course should be offered to all prospective teachers, and that there should be a larger appreciation of the field of literature, with a keener discrimination in regard to authors and subject matter."

"Your letter of April 9th with questionnaire was submitted to our librarian. She reports as follows: 'I have answered the checked items from the side of what a teacher should know about a library, drawn from my experience here. I suppose there is a regular librarian in charge, if so it is not necessary for a teacher to know how to mark, accession or keep a record of the books, but if it is a rural teacher who has charge of a school library as well as teaching, the problem is quite different. From the way the questions are worded, I judge they apply to elementary and high school teachers rather than to rural teachers.'

"We have a children's library in addition to our general school library and co-operate with our state library in this respect. We have a librarian and an assistant who devote their entire time to this work. Through our English and history teachers in the high school, every pupil is required to spend at least one to three periods of forty-five minutes each week in supervised reading and acquaintance with books."

"Your questionnaire very strikingly illustrates the truth of the suggestion that it

would be quite well for any teacher in any work to know quite well everything that touches his work. This truth, however, should not make us forget the other truth that we are human and have our limitations. To let teachers feel that those in charge of administration or supervision are unconscious of these natural and necessary limitations and unsympathetic with people who have to suffer and work under them would destroy their confidence in the value of our administration and supervision.

"I think the questionnaire is very suggestive and, instead of stating dogmatically that the teachers in any of the departments must necessarily know all of the things suggested in connection with library work in their department, you can do the most good by placing such a list before them as indicating the ways in which they may render themselves more efficient through the aid of books."

"I was very much interested in the outline of your committee's report on library instruction in normal schools. I do not see how it is possible to comply with your request, namely, to check the topics of first importance. It seems to me that all of these topics are of first importance. I do not see how any satisfactory course could omit a single one of them. This may mean more time than is ordinarily accorded in normal schools, but it seems to me that library instruction is one of those practical phases which have been sadly neglected and to which we must give more time."

After examining the answers to the question sheets and reviewing the reports and articles on the subject which have appeared in the Proceedings of the N. E. A. and in the LIBRARY JOURNAL and other similar periodicals, the committee formulated the following

STANDARD COURSES IN LIBRARY TRAINING FOR STUDENTS IN NORMAL SCHOOLS

1. A course in the use of the library for the personal assistance of all normal school students, both while they are in school and afterward. Minimum time, ten class periods.
2. A course in directing the reading of children, including the use of libraries so far as this is possible by them. Minimum time, fifty class periods.
3. A course in library organization and ad-

ministration for teacher-librarians. This should prepare a few students in each normal school each year to take charge of the libraries in elementary and rural schools and to be of general assistance to supervising officers in building up and administering libraries. Elective. Minimum time, one hundred class periods.

To comment upon each of these courses, the first should include at least the following topics: importance of training in the use of books—the possibilities of the library classification; arrangement in the library; the catalog; reference books; periodicals; indexes; public documents; the investigation of subjects; how to read for various purposes; book selection. All these topics should be presented in concrete fashion by means of actual problems and demonstration. This course should be given in the library itself by the librarian.

The second course should include at least the following topics: the importance and possibilities of children's reading; the problem of directing it; kinds of children's books and value of each; standards of choice; grading; adaptation from the sources; story-telling; dramatization; graphic illustration; the use of pictures, maps, etc.; how to get books in the library of the school and in the public library; library rules and regulations; the care of books; what books to buy for one's self. This course should usually be given by a member of the English department with the co-operation of the librarian, and it should involve practice in conducting lessons in general reading and in the "library hour" as well as in the handling and care of books and lists.

The third course, which should be elective, should be open to high-school graduates who take all the regular work in English and history and who wish to elect the library course in order to add this to the usual equipment. (It is assumed that normal schools which undertake to train librarians as such will look elsewhere for assistance in making out their courses.) The topics taken up should be of strictly practical nature and should keep steadily in view the actual opportunities which will lie before the graded and rural school teacher. In addition to the topics included in courses

one and two, the following should be covered: selecting and ordering of books; accessioning; labeling; cataloging; arranging on the shelves; issuing; mending; binding; attracting and directing readers; co-operation with public libraries; helpful library agencies; community service. All these topics should be taught in the library and should be enforced by apprentice work.

The above outline is submitted as representing the minimum standard. It omits, for example, the interesting topics concerning the history of book making and the book trade which Miss Ovitz suggests*; but it covers, it is believed, the really essential features.

The material for conducting such courses as are outlined above has now been fairly well sifted and organized. As aid to supervisors, librarians, teachers, and students who may be interested in one or more of the courses the committee submits the following brief list of

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JAMES F. HOSIC.

QUALIFICATIONS OF HIGH SCHOOL LIBRARIANS

THE *Bulletin* of the New York Library Club for June contained the usual reports of committees for the year. That of the committee on school libraries is specially full and informing. This committee, of which Miss Mary E. Hall was chairman, adopted a definite program and worked along two specific lines. Its first purpose was to bring about a conference between teachers of English and librarians of secondary schools. How successfully this was accomplished was described in the *LIBRARY JOURNAL* for June.

The second objective point toward which the committee has been working is the raising of the standard of training required of every high school librarian until at least one year of professional training in a library school shall be required of every candidate. The committee's report of progress in this matter of qualifications and appointments is here reprinted in full:

"Late in December we learned that the most important work of our committee in 1913 was likely to prove fruitless unless unusual efforts were put forth to follow up the recommendations which had been unanimously made by the Board of Education creating two grades of library service in the high school, that of librarian and assistant librarian and requiring a high standard of qualifications for the administrative position. Your committee has had the privilege of working in close co-operation with the chairman of the committee on high school libraries appointed by the Board of Education and at his request this year we made a study of standards of other cities, from Philadelphia to California, in the matter of qualifications for high school librarians. Early in January letters of inquiry were sent out to all the most progressive high school libraries in the country and

from nearly 100 replies we prepared for ready reference in the Board of Education the following statements:

"1. A list of high school libraries in the United States having two grades corresponding to librarian and assistant librarian.

"2. A list of cities where the qualifications for appointment of high school librarians are higher than those in New York.

"We were also asked to secure from leading librarians and educators statements concerning the educational work of a high school librarian and the need for college training and, in addition, professional training and library or teaching experience, for efficient administration of high school libraries; also the need of at least one full year of technical training in an approved library school for the position of assistant librarian.

"Replies were received from over 60 high schools—the California High School Librarians' Association helping us to hear from a large number of high schools in that state. Tabulations of these replies brought to light the fact that New York City was far behind many smaller cities in setting up a high standard for its high school librarians. Albany and Rochester, New York, East Orange and Newark, New Jersey, Madison, Wisconsin, Gary, Indiana, Spokane and Tacoma, Washington, Somerville, Massachusetts, etc., have definitely stood for college and library school training or at least a full year of technical training at an approved library school before anyone could be appointed to a high school library position. Cleveland and Portland, Oregon, aim for this in their appointments.

"Our inquiries revealed the virtual establishment of two grades in several cities where the high schools were much smaller than those of our New York schools—a librarian and assistant were reported in high schools of Detroit, Cleveland, Grand Rapids, Los Angeles, Oakland and Pasadena.

"Concerning the educational work of the librarian letters were received from leaders in the National Education Association, the National Council of English Teachers, the American Library Association, etc., also from high school principals, school superintendents and librarians interested in this national movement for better high school

libraries. These letters all maintained that the qualifications for high school librarian should be as high as for a teacher of English in the high school. Emphasis was placed upon the work of the librarian as executive and technical and also a teaching position, requiring not only organizing ability, but the same breadth of culture and the same inspiring personality which are necessary in a successful teacher. The general feeling was that the library should be a distinct department in an educational institution and the librarian a recognized member of the faculty and not of the clerical force, as has been the custom in almost all high schools before the entrance of the trained librarian. Many cities have from the very first appointment of a trained librarian placed the librarian on the same salary schedule as a teacher and given her a place on the faculty. This recognition of the librarian as a member of the faculty and frequently head of a department is true of college librarians where often the work of the college library is far less heavy than that of our large metropolitan high schools, especially in personal work with students.

"In June, 1913, the New York Board of Education definitely placed itself on record as favoring the adoption of the standard for head librarian drawn up by the chairman of its committee on high school libraries, Dr. Ira S. Wile working in co-operation with your committee. This called for college graduation and graduation from an approved library school of at least a full one-year course and, in addition, successful teaching experience or pedagogical training or else experience in the library of a secondary school. While these qualifications are still in the hands of the by-laws committee, it is hoped they will become a part of the school law in the near future when the city finances permit the creation of the new grade.

"Feeling that the next important step in this standardization of librarians' requirements for efficient service was to secure library school training also for the *assistant* librarian, we this year submitted recommendations for the present position of library assistant. Through the influence of Dr. Darwin L. Bardwell and Dr. Clarence E. Meleney, the board of superintendents

on March 25 recommended amendments to the present qualifications for eligibility for appointment to high school library positions. The qualifications in the proposed amended by-law call for one year of library training in a library school approved by the Regents of the state of New York and college graduation or three years of successful library experience in a library of standing. These recommendations were transmitted to the by-laws committee on March 29, and on May 10 this committee gave a hearing on the subject. Dr. Ira S. Wile made a convincing plea for the adoption of both the 1913 and 1915 recommendations. The chairman of your committee was also given a brief hearing. If these and the 1913 recommendations are incorporated in the by-laws all future appointments will be from our best library schools.

"In the work of drawing up the recommendations for qualifications your committee is indebted to the following persons for expert advice which was followed as far as possible—Miss Mary W. Plummer, Miss Josephine A. Rathbone, Mr. Wyer and Mr. Walter of Albany, Mr. P. L. Windsor, Miss June Donnelly and Professor Azariah Root of Oberlin College.

"It has been the privilege of the committee to aid high school principals in securing from the eligible list those librarians best fitted in personality, training, culture and previous experience to do successful work in their special high schools. Six library school graduates have been appointed to high school positions in New York this year, thus greatly strengthening the work in those schools which have never known what it was to have a trained librarian. Out of twenty-three high schools, four high schools in Greater New York still remain in charge of clerks or untrained librarians. It is hoped that before another year every high school will be organized according to modern library methods by a trained and experienced librarian. We discovered in our inquiries this winter that, in California, high schools of only 200 pupils have trained librarians appointed, so that even our smallest high school ought to have its librarian.

"In closing our report we wish to express our appreciation of the constant support and help we have received from Mr. Jen-

kins, the president of the club; also the help given us by means of noteworthy letters from Dr. Philander P. Claxton, commissioner of education, Mr. John Cotton Dana, Dr. William Dawson Johnston and Dr. Sherman Williams on the importance of the librarian's work in the educational institution. We are particularly indebted to Dr. Ira S. Wile, chairman of the committee on high school libraries in the Board of Education, who out of an unusually busy professional life and one of civic service along many lines, took the time to make a study of the high school library problem and to urge this important legislation in the Board of Education because he believed so fully in the contribution which the efficiently administered school library could make to the vitalizing of all high school work. We are also indebted to Dr. William H. Maxwell for his increasing interest in high school libraries and the inclusion of a report on high school libraries of New York in his last annual report on high schools. This special report was by Dr. Darwin L. Bardwell of your committee."

A YEAR OF HIGH SCHOOL LIBRARY PROGRESS

THE following paragraphs, quoted from the very full report made by the committee on high school libraries (Miss Mary E. Hall, chairman) to the National Education Association, at its meeting in Oakland in August, give in succinct form the aim pursued, the methods employed, and the results accomplished by this very able and active committee:

"After three years of reconnoitering,—getting our bearings and searchings for leaders, September, 1914, found the committee on high school libraries ready for a forward movement.

Program for committee work, 1914-1915

"Aim:—(a) The establishment of live high school libraries in every city in the country;

(b) The appointment of trained librarians in high school libraries;

(c) The appointment of a trained and experienced librarian in each state in the union to serve as state supervisor

of all school libraries, rural, elementary, high and normal.

Methods of accomplishment

"I. Secure the co-operation of the Bureau of Education, the National Council of Teachers of English, the American Library Association and the American Historical Association.

"II. In each state secure the appointment of an active state committee on high school libraries, either in the state teachers association or the state library association, or, better still, a joint committee of teachers and librarians as in Rhode Island. These committees to work for certain definite things:

(a) Larger, better planned and equipped, more attractive reading rooms in high schools.

(b) Regular and sufficient appropriations for maintenance.

(c) Appointment of trained librarians who can devote their entire time to the needs of teachers and pupils. Proper standards of qualifications for high school librarians.

(d) Systematic instruction of pupils in the use of a library.

(e) Close co-operation with public library.

"III. Have the high school library discussed at educational meetings and in educational periodicals.

"IV. Members of the national committee to aid leaders in all parts of the country in securing data and material on high school libraries, in preparing programs and securing speakers, in preparing exhibits of library aids and methods which have proved useful in high school work.

Events of national importance in the year's progress

"The five notable events of the year because of their far-reaching effect upon many different states and sections of the country are as follows:

"First: The November meeting of the National Council of Teachers of English, at Chicago in 1914, where a session was partly devoted to the high school library and an exhibition of modern library equipment aroused interest in library methods

of organizing material useful to teachers of English. A committee on high school libraries was appointed by the National Council of Teachers of English and this committee has prepared a 'Report on library equipment for the teaching of English.' This will appear in the 'Report of the joint committee on the reorganization of English in the secondary schools' to be published later on by the Bureau of Education at Washington.

"Second: In December, 1914, the American Library Association authorized the formation of a special School library section and this section appointed two committees, one to report on the subject of school library administration and the other on the professional training of school librarians. These committees will perform a much needed service to the cause of high school libraries in co-operating with the National Education Association and its committee on high school libraries in demanding better training and higher standards for school librarians.

"Third: Another event of importance was the annual conference of accredited schools of Chicago University, April 16, 1915. Through the influence of Miss Irene Warren, librarian of the School of Education, Chicago University, the high school library was made the topic for discussion both at the general session and at the fourteen section meetings where the importance of the organized high school library in relation to each particular subject studied in the high school was fully discussed and also illustrated by a suggestive exhibit. This is one of the most notable meetings of teachers and librarians ever held.

"Fourth: The greatest event of the year and a direct result of the meeting of the National Council of Teachers of English in November was the unusually well organized campaign for better high school libraries in the South. This was started at the Southern Educational and Industrial Conference at Chattanooga, April 29th, 1915. A committee on high school libraries was organized at this conference with Mr. C. C. Certain of the Central High School, Birmingham, Ala., as chairman. Under the direction of this general committee other

committees were appointed to push the movement in the states assigned to them.*

"The fifth event of national importance is the interest shown in the high school library movement by members of the American Historical Association and the active co-operation of the chairman of the committee on bibliography, Dr. E. C. Richardson of Princeton University."

To this report may be appended a list of the states and cities which at the present time have special committees on high school libraries, as a suggestion to other associations, both state and local, of a way in which they may give practical help to the nationwide movement for the improvement of high school libraries. The joint committees of teachers and librarians are specially to be commended.

STATE COMMITTEES ON HIGH SCHOOL LIBRARIES

Connecticut. In State Library Association. Miss Anna Hadley, Gilbert School, Winsted, Conn., chairman.

Illinois. State Association of Teachers of English. Committee on English equipment. Mr. Willard M. Smith, chairman, J. Sterling Morton High School, Cicero, Ill.

Massachusetts. Massachusetts Library Club Committee on high school libraries. Miss Alice M. Jordan, chairman, Public Library, Boston.

Ohio. Ohio Library Association. Committee on schools and libraries. Miss Leora M. Cross, West High School, Cleveland, high school member.

Rhode Island. Joint committee of Rhode Island Teachers Institute and Rhode Island Library Association. Miss Bertha Lyman, Providence Public Library, Mr. Dougherty, Pawtucket Public Library, library members.

LOCAL COMMITTEES ON HIGH SCHOOL LIBRARIES

New Orleans. Joint committee of teachers of English and history. Miss Esther Finley Harvey, Sophie Newcomb College, chairman.

New York City, New York Library Club. Committee on school libraries. Mary E. Hall, chairman.

*The membership of these committees is given in full in Mr. Certain's article, published elsewhere in this number.

St. Paul, Minn. Committee of teachers in the high schools of St. Paul. Dr. W. Dawson Johnston, adviser.

THE PUBLIC LIBRARY AND CITIZENSHIP

It is interesting to note that a separate chapter of eight pages is devoted to the public library in a recent "Text book on constructive citizenship for elementary schools and junior high schools," prepared by William L. Nida and published by the Macmillan Company. The chapter takes up the following topics under separate paragraph headings: The demand for books; History of the library; Uses of the library; Equipment and funds, departments, trustees, librarian, books, fines; Children's library; Children's library league; School and library. The material is excellent and has evidently been compiled by a librarian, quite as evidently too by a librarian with whom ventilating, heating and lighting, especially overhead lighting, are fads. The questions for use with students at the end of the chapter are not as happy as the matter in the chapter itself. Such a chapter is not only good publicity, but encouraging as an indication that the public library and its work are coming into larger notice as specific activities of city and state government.

THE PUBLIC LIBRARY AND THE EVENING SCHOOL

"TEACHERS and librarians ought to have frequent conferences, there are so many ways in which they can work together and which are being neglected to-day through ignorance of what each has to offer. The librarian in most cases will have to take the initiative in starting these conferences, for the teacher usually has no idea of all the varied service the librarian can give. Too often each works along independently, isolated by a feeling of self-sufficiency or of jealousy for an institution outside the worker's own field of labor, when better acquaintance would lead to closer co-operation and a vast increase in the amount of effective work that each could do."

Librarians have talked and written and done so much to bring about co-operation

in their work with schools in the last few years that it seemed no stone had been left unturned. But apparently the library has not been entirely successful in getting into touch with evening school teachers at least, for the above assertion, made in a recent interview by Mr. Henry H. Goldberger, now principal of Evening elementary school no. 89 in New York City, is based on his own experience in several different evening schools. Mr. Goldberger is a very progressive and successful teacher and has done much to socialize his school. He has many foreigners in his neighborhood, and in his work with them he always advises them to go to the nearby library for books in their own languages as well as in English. "But I did not know until I went to my present school," he says, "how many other things the library was willing and anxious to do for me, and I am sure there are still many other teachers equally ignorant of the privileges the library extends to them. This was the first time the librarian in charge of the neighborhood branch had ever brought the work of the branch specially to my attention. She came to my office the opening night of school, to make announcement of the privileges the library had to offer to teacher and pupil alike, and has always been most helpful in all her relations with the school.

"It was through her that I first learned that I could borrow the use of the library auditorium for talks to the pupils and their friends, and I made a sensation the first time I gave a stereopticon talk on the Panama canal, illustrated with slides borrowed for me by the branch, from the State Library at Albany. The teachers in my school (though we consider ourselves pretty progressive) had never known that we could secure the free use of such an auditorium or that such a collection of illustrative material was available for us to draw on.

"There are some things, however, that I wish the library would do for us. For instance, it would be a great help to the evening schools if the librarian at the desk would call to the attention of every foreigner who asks for books in a foreign language, the opportunity for free instruc-

tion in English in the nearest evening school. Many times they are entirely ignorant of the existence of such schools and of such privileges, and if the librarian had at hand a little printed slip giving the address of the school and the subjects taught there, these might be distributed to advantage. In the preparation of such circulars the Board of Education and the public library might work together.

"In the choice of books the library seems sometimes to be far from up to date. For example, many of the best handbooks for teachers of English to foreigners, as Jespersen on 'The teaching of foreign languages,' the Berlitz books and Peter Roberts' textbooks for immigrants, are found in only a few branches, though they are full of valuable suggestions for every teacher. There are also many pamphlets which a teacher would find of great use, but these are seldom if ever to be found in the branch libraries.

"For the foreign student of English, too, there seems to be a dearth of interesting books in simple English, books which are adult in thought but childish in vocabulary. A grown man cannot be expected to be interested in primers for any length of time, and the library should have a number of informational books simply written, that will tell the newcomer the things he wants to know about his new home. Such books as Richman and Wallach's "Good citizenship," Straubenmüller's "Home geography of New York City," and the little Gulick readers on hygiene are full of interest to the foreigner, and others of equal merit should be sought out. It is a mistake to think the alien cares to read of nothing but the government of this country. While books on civics will interest him for a time, he also wants books to tell him more of the history of the country, its geography, what opportunities in agriculture, in manufacturing, in a dozen different lines, are open to him, and how he may understand and conform to the strange customs which surround him on every side. And when these books are found, duplicate copies should be put on the shelves.

"It takes considerable courage for a foreign workingman to enter a library building, so different often from what he has

been accustomed to at home. If the first time he makes the venture he fails to find on the shelves the book his teacher has recommended, the chances are slight that he will go back a second time. For this reason, and because the libraries are usually closed after an evening session, deposit collections put in the charge of the teacher would be a helpful adjunct to evening school work.

"Whatever the special privileges the public library in any particular town or city offers to the schools of its locality, urge the librarian to advertise them vigorously among the teachers. In teachers' meetings, personal interviews, in the newspapers, wherever there is a point of contact, let the librarian remind the teacher that the latter is neglecting one of her greatest opportunities for helping the pupils if she is not making full and frequent use of the library in her community."

U. S. CIVIL SERVICE EXAMINATION

THE United States Civil Service Commission announces that an examination will be held on October 13, 1915, for positions as library assistant in the departmental service. The examination is open to both men and women, between the ages of 18 and 40, who have had at least one year's training in a library school of recognized standing or at least two years' experience in actual library work in a library where modern methods are employed. The examination will be held at all places marked "E" in Section 2 of the Manual of Examinations for the fall of 1915.

The usual entrance salary for these positions ranges from \$720 to \$1000 a year. Subjects covered are library economy (30 points); cataloging, classification and bibliography (35 points); German, and either French or Spanish (10 points); education, training and experience (25 points). Qualified persons are urged to enter the examination, as difficulty has been experienced in obtaining a sufficient number of eligibles.

Applications should be made on form 1312, which may be obtained from the U. S. Civil Service Commission, Washington, D. C., who will send also a copy of the fall Manual of Examinations on request.

LIBRARY TRAINING FOR TEACHERS

THE Minnesota State High School Board, by a new ruling, requires that all high schools must make definite provision for the care of the school library. Three alternatives are given: combination with a public library, employment of a trained librarian, or providing a teacher-librarian, a part of whose definite duties shall be library service. To qualify for such a position, the teacher is required to have six weeks' course in library training.

The Minnesota Summer School of Library Training, conducted by the State Library Commission, is maintained as a part of the summer school of the University of Minnesota, and is the only means of library training in the state, at present. The Department of Education assists with the school, and school librarians are admitted.

Nineteen students of the 1915 class will give school library service, and through these libraries, also serve the public in some measure.

The combination of duties involved in the part-time school library work is interesting and varied. One librarian from the Iron Range administers a well-equipped and successful public library in a school house. Three school librarians were respectively: assistant in a city high school, librarian of a large school library in a town with no public library, and assistant librarian in a girls' boarding school. The teachers represented a variety of subjects: domestic science, music, Latin, history and English; while one student, prepared for teaching, will combine secretarial work with library service. All the teachers were graduates of some college, this being a requirement for all high school teachers in Minnesota, and were alert and receptive.

In the main, the regular course of the summer school was given to all students, the variations being special courses in school library administration and reference work by Miss Martha Wilson, the supervisor of school libraries of the Department of Education. The work in childrens' book selection, which all students in the school take, was extended to include consideration of books for high school students.

The reaction of the course upon the teachers was interesting and gratifying. The greater number entered because the work was required, but with no idea of what a course in library instruction might be, and with no particular feeling for library work. At the close of the course, there was universal, spontaneous expression of interest and of help received, not only in library enthusiasm but for teaching also. The domestic science teachers found books of which they had never heard, the English teachers revised their reading lists, and several said they had received more benefit than from any one course in college.

Instruction of teachers in school library matters will be continued through the year by a course in the College of Education in the University of Minnesota. This will be given by Miss Wilson, and will be an open course for teachers in the Twin Cities, as well as for students in the College of Education.

The work will be given once a week throughout three semesters (a year and a half). Those wishing endorsement for school library work at the end of one year must take, in addition, the technical work offered in the library summer school. The course will consist of study of books for the grades and for high school, reference work, and teaching the use of books, elementary school library administration, classification. The third semester's work will include some instruction in elementary cataloging, and use of printed cards.

ART IN THE SCHOOL*

PICTURES and casts are placed in school-rooms: 1. to furnish decoration and teach the child appreciation of beauty and of its part in our daily life; 2. to give the child instruction. Many are first reached best by recognition of other interests beside the purely aesthetic. The subject interest makes the first, most obvious, and widest appeal. Unfortunately it has often been linked with a not very high degree of art. Why need we have that combination any more than poor literature on the shelves of our children's

libraries? Whatever art is offered the child, the depiction should be adequate, just as we naturally want good English in our textbooks. Common sense finds the road midway between rank philistinism and hyper-preciosity.

Ruskin said, somewhere, that "the highest aim of all imaginative art is to give noble grounds for noble emotion." That's not so bad a guiding principle for the selection of pictures for schools.

The first question, in deciding on a picture, should be: "Is this good art?" The picture should tell the child something and tell it well. Certain classical examples of architecture, sculpture, painting seem in order, works that have stood the test of time. Remember that the child must live, day after day, with the pictures you select. Art is often looked at as something remote, something for special occasions, like Sunday clothes. But it should be a part of life. A liking for beauty may become a matter of course, like tactful behavior in social intercourse. Not "art for art's sake" but "art for life's sake."

Selection must be based on understanding and thought. It's easy to say "I know what I like"; but better to say "I know why I like."

The form of reproduction to be chosen depends on conditions. Generally, a good carbon photograph has distinction and gives satisfactory results. Color attracts, though in reproductions of paintings it may prove less satisfactory than monochrome. Color prints—usually lithographs—made expressly for wall decoration, come to us from France (Henri Rivière prints), Germany (the Rhine or Teubner, Voigtlander, Künstlerbund Karlsruhe prints), England (Longmans' illustrations of British history by H. J. Ford), Holland, etc. They are usually executed in broad masses and flat tones. Take care to select those of general and not purely local interest. One wishes for such activity here. We must do what we can with the little American material at our disposal. There are reproductions of some of the mural paintings by E. H. Blashfield, C. Y. Turner, E. Simmons, and W. H. Low, and of drawings in color by J. Guérin and Jessie Willcox Smith.

Hanging and placing depend on the dis-

*Summary of an address by Dr. F. Weitenkampf at School Libraries Week (N. J. Library Commission), Ashbury Park, June 18, 1915.

tribution and location of wall space. Pictures and casts (the lighting of which is of vital importance) should be considered in relation to the decoration of the room as a whole; the clock, the ventilator, the black-board must take their place in the scheme. That brings up the matter of the general decoration of a room, the choice of restful colors on wall and floor covering. The introduction of flowers and plants leads naturally to the treatment of school grounds. So you see the spreading influence of the picture on the wall.

The material is placed; make it a power for good. Unless you insist on letting the child "develop its own individuality," help it, cultivate it, as you would a tender young plant. Not what is seen counts, but what is sympathetically understood. Unobtrusive, tactful guidance may do much. So will you bring art close to the child. Miss Jones, principal of Public School 120, of New York City, has this done systematically, the pictures being explained to the children from various points of view,—aesthetic, historical, ethical.

Emphasize the documentary value of art as a record of contemporary life. The Greek statue, Gozzoli's "Procession of the Magi," Duerer, the Japanese print may all serve as illustrations in this pictorial history of civilization. Incidentally, you may be able also to help the child see that the joyousness of life is not in laughter only.

The pictures on the walls, part of their daily life, must mean something to the children. They should carry some of that influence to their homes. Appropriate decoration calls for a clean setting, and why should not an active preference for the clean and the beautiful extend also to the moral life, the social life, the civic life? May not an eye for beauty help to promote beautiful actions? With cleaner rooms and cleaner habits, may there not come cleaner streets, cleaner politics, cleaner lives?

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THE RISK OF LOSS IN A PUBLIC LIBRARY

The following paragraphs are from the forthcoming annual report of Samuel H. Ranck, librarian of the Grand Rapids Public Library, for the year ending Mar. 31, 1915:

After the death of the head of the registration work at the beginning of January it seemed advisable, before assigning it definitely to a new person, to study our registration methods with a view to their possible reorganization. More precedents and problems come up in connection with this work than anywhere else in the library, inasmuch as it involves the legal relations with the many thousands who take books from it. All processes, precedents, etc., are being written out so that it will be possible to place a full account of the work, as well as the decisions on the different points that come up, in the hands of persons who are detailed for this work.

In connection with this study for reorganization, there was a study of the unpaid fines, so as to have a better idea of their nature and extent. Each book that becomes subject to fine, on the date that it becomes overdue, has a pink slip attached to its book slip, noting the date from which fines should be charged. There is also on this slip the various follow-up steps in collecting these fines, in case they are not received within a given time. First is the usual postal card notice after the book is five days overdue; second is a notice by mail after it is 12 days overdue; third, after 19 days, a notice is sent by messenger for which there is an added charge of 20 cents; fourth, a notice to the endorser or surety, and fifth a messenger to the surety, both for the fine and the book. Frequently the messenger can get the book or its value, but not the fine. In case of small fines the messenger service is omitted, and the fine slip is simply attached to the application blank. When a book is returned and the fine not paid the card is stamped with the statement that there is a fine due, with the

amount. Before a person can again draw books on that card, or get a new card, it is necessary that the fine be paid. If, however, the fine runs over until the card is out of date, that is, past the four year limit, the record of the unpaid fine remains with the application blank, and the person on applying for a card at any time in the future is confronted with this unpaid fine. In the meantime a person having an unpaid fine is not accepted as an endorser.

The records of these unpaid fines have been accumulating in this way from the beginning of the library. In the early days they were kept in books, but this became too cumbersome, and the present method was installed fifteen or twenty years ago, when the earlier records from books were transferred to the cards. By running over the drawers containing the list of borrowers, and adding up the unpaid fines on the adding machine, we got both the number of persons against whom these fines are standing and the amount of unpaid fines. The number of cards with outstanding fines is 3,522. The library has no record of the number of persons to whom cards were issued in this period. In the four series of cards that have been issued the total number of cards is over 160,000. Based on the percentage of renewals, so far as we have records, no less than 100,000 persons have had cards, and the accounts of all are perfectly clear except 3,522.

The total amount of these unpaid fines for these 44 years is \$820.06, or an average of 23 cents per card against which there is a fine. More than half of this \$820 occurred in the last four years, the amount for each year decreasing rapidly as we go back, and the remainder, less than \$400, is the accumulation of 40 years, or an average of less than \$10 a year. Every year a large number of fines of recent years will be paid, when persons wish to use the library again. This is particularly true of children who have ceased to use the library because of unpaid fines. Later when they wish to use it again they pay the fines. The fines of the earlier years, of course, will never be paid, for many of them represent persons who have moved out of the city, or who have died. It is safe to say, therefore, that within the next few years

the present outstanding fines will be reduced to less than \$600. In other words, the collection of some \$200 of this fine money has simply been delayed.

In its whole history the library has collected nearly \$20,000 in book fines, so that the ultimate loss in uncollected fines will be less than three per cent. of the fines incurred. It should be added that some of the older annual reports do not report the fines received during the year, and it is possible that some of these records may have been lost. When we consider the freedom with which the library issues cards and the small amount of fine involved in each case, the failure to pay in most cases being due to carelessness, it seems to me that this record is a credit to the people of this community.

The losses from uncollected fines are only a part of the losses the library incurs in carrying on its work. The losses of books amount to more than the losses through unpaid fines. Most of the book losses are brought out in the stock taking.

The taking of stock was not always an annual event until recent years. The total number of volumes reported lost at stock taking in the history of the library, is 3310. These are volumes that have disappeared either by accident or by design. They include 307 volumes lost through imperfect or careless charging records on the part of the library, or through failure to collect the value of the books from the borrower or the endorser—listed in the annual reports as "lost and not paid for." We then have approximately in the 44 years of the history of the library, so far as records and annual reports disclose them, total losses from all causes of delinquency, both on the part of the public and on the part of the library, books 3310, and net losses from unpaid fines \$600. Estimating the value of books lost at a dollar per volume we have a total loss of \$3910.

In the period covered by this study the library issued for home use over seven millions of books, to about 100,000 persons, all of whom have had the freest access to the shelves of most of the books for circulation and a somewhat guarded access to all other books. Charging all the losses to circulation the risk of loss of all kinds is one

dollar for every 1790 books circulated. However, a certain amount of this loss is due to readers in the buildings, of whom there were in this period about three and a half millions. Charging the losses to both circulation and readers, we have a risk of loss of one dollar for every 2685 units of service of these two kinds.

In his last report President Lowell, of Harvard College, discusses the condition of the college loan funds, that is funds to be lent to needy students to be repaid after a certain number of years with a low rate of interest, the same when repaid being lent again to other students. The following paragraphs from President Lowell's report are of particular interest in connection with the losses that a public library sustains through its users:

"No attempt, of course, is made to collect these notes by legal process. They are virtually debts of honor; but it has been supposed that after a man has thus been enabled to enter upon a successful career he will gladly repay the money lent him and open the same door to some one else. It is disappointing, therefore, to learn how small a proportion of the recipients actually pay these debts. Taking the college loans that have fallen due, 295 men have paid in full, 259 have not paid at all, and 37 men have paid in part. Only half of these obligations, therefore, have been discharged; and of the amounts loaned, exclusive of interest, which have come due, \$17,745.78 has been paid and \$23,362.81 has not. The condition in the Scientific School is not much better; 232 men have paid in full, 126 have not paid at all, and 24 have paid in part. This is more than half. On the other hand, the amounts paid are less than half, being \$17,217.46 as against \$19,932.71 unpaid.

"When we consider the nature of these loans, the use to be made of the money when repaid, and the fact that they average about one hundred dollars apiece, we cannot help wondering whether one-half of the recipients have really prospered so little that the repayment of sums of that amount is a serious burden to them; and, if so, whether they have profited by a college education. If the borrowers are able to re-

pay, the failure to do so is certainly not creditable."

With the library as with Harvard debts for fines and books lost and not paid for are also virtually debts of honor, for I know of only one case in the history of the library where legal process was used to collect.

HANDLING TECHNICAL LITERATURE

In the *Engineering and Mining Journal* for May 15, 1915 (vol. 99, p. 851-856), Alvin R. Kenner has an article on "Indexing and filing technical literature." Mr. Kenner is the general superintendent of the Rio Plata Mining Co., Guazapares, Chihuahua, Mexico, and the article is a most valuable one for any one who has to do with the handling of technical literature of any kind, even though it is written with particular reference to mining. About two and one-half pages are given to a scheme of classification arranged under the following general headings: Mining; Geology of Mining; Converting Ores into Marketable Products; Marketing Products; Financing; and Miscellaneous. Under the latter heading is included Management and Organization, Labor, Bookkeeping, Engineering Records, Law, Power Plants, Mechanical Transmission of Power, Air Compression, Accidents and Diseases, Illumination, etc. The following are some of the significant paragraphs by the author:

"The great majority of mining engineers, especially those technically trained, have considered the filing of technical information. A smaller percentage, though still a majority, have started a technical file, but the number of those who have followed the practice for any length of time is comparatively small. The two most potent reasons for this latter condition are the adoption of a poor system and the comparatively small benefit derived at the beginning.

"Anyone who weighs the advantages and disadvantages of a technical file during its first year or so will probably come to the conclusion that filing is a delusion and a snare. Adding to this the probability of a poor system, which entails a correspondingly greater amount of work, the average en-

gineer is apt to dismiss the idea for all time as theoretically feasible but economically impossible.

"Filing, like anything else, can be carried to extremes. In too many cases it becomes a fad. Much clipping, folding, pasting, cross-referencing and general fussing are indulged in, and all sense of an economical expenditure of time is lost sight of. However, when stripped of all unnecessary frills and close attention is paid to every means of reducing the time and tediousness involved, the practice is to be commended and will well repay the time expended.

"The Dewey classification is a most excellent one for libraries, for which purpose it was primarily devised, but is not adapted to the individual's use, although frequently employed. The principal objections are as follows: The headings pertaining to mining engineering, when considered separately from the rest of the classification, are not logically arranged from the engineer's point of view.

"The author of the Dewey classification has encountered difficulty in satisfactorily expanding the subject of mining engineering because its headings covering this industry are not properly subdivided. While extensive subdivision is not of much importance in filing books, it is most important in the case of articles; otherwise the labor of both filing and finding them is greatly increased.

"The adoption of the Dewey classification in order to obtain conformity with the system used in libraries, is apt to prove a disadvantage rather than an advantage. To maintain a private file in conformity with the Dewey classification is impossible. If used for filing articles it must be more extensively subdivided. Any subdivisions made by the engineer are not likely to correspond with future expansions by Dewey.

"The advantages of following the Dewey classification are more imaginary than real, anyway. In many libraries only the alphabetical and not the numerical, or topical, catalog is open to the public. Furthermore, the library staff (usually feminine) develops strange ideas regarding engineering subjects; and though mistakes are compensated for in the alphabetical catalog by exhaustive cross-referencing, they cannot

be avoided in the numerical catalog. The cataloger of one important Western library has placed metallurgical books under mining engineering instead of under chemical technology, where Dewey intended them to be placed. This and similar changes will prove disastrous where dependence is placed on a knowledge of the Dewey system. The contents of technical journals are not indexed in libraries according to the Dewey system, and it can only be used in referring to books, which are as readily found in the alphabetical as in the numerical catalog.

"A further disadvantage of the Dewey classification in a private file is the increased amount of cross-references, due to the illogical order. It offers no advantages to offset all these drawbacks.

"An original classification drawn up to conform with the individual's need and viewpoint will prove the most satisfactory in the end. In such a classification the headings should be arranged in a sequence logical enough so that the position of every heading can be readily recalled.

"Any attempt to use a ready-made classification is likely to prove unsatisfactory not only because of a difference in the point of view, but also on account of the emphasis placed on some subjects as compared with others. Suggestions, however, may be obtained from other classifications.

"The avoidance of cross-references has been an important factor in governing the grouping of headings. For example, bucket-dumping headframes and buckets, skip-dumping headframes and skips, etc., are grouped, as they are interdependent and frequently described in the same article. If any article treats of two or more subdivisions—such as a comparison of the efficiency of steam and compressed air in hoisting—it is filed under the nearest main division, thus avoiding the necessity of cross-referencing.

"Three systems are commonly employed in filing technical articles—namely, vertical files, letter files and scrapbooks. Of these, the first is undoubtedly the best. Scrapbooks involve an enormous amount of trimming, pasting and folding; while letter files necessitate folding, are cumbersome, bulky and cannot be sectionalized like a vertical file. Scrapbooks and letter files have been

discarded so long ago by commercial organizations in a similar class of work that they do not deserve serious consideration.

"Either an ordinary open-at-the-end folder or a tension envelope (closed at the ends, but without a flap) should be used. The latter is to be preferred, as it keeps its shape and permits articles to be filed more rapidly. The legal-cap-size folder or envelope is preferable to the smaller size; the folding of articles is avoided.

"The age of standard books varies from a few months to a dozen years. Upon the death of the author of a standard book in some line there is often a lapse of 10 or 15 years before the intervening progress is again adequately treated. The present average age of books in representative lines, dating from last revision, is four years. Some years ago it was nearly seven years. The intervening period cannot be ignored by the engineer who pretends to be well informed. In stamping a man as poorly or well informed it often assumes an importance out of all proportion to the information already published in book form. It may be conservatively estimated that at least 20 per cent of the information worth while found in technical journals never appears in books. Authors of books sometimes endeavor to conceal the source of their information, and in doing so often so obliterate or alter the original data that their value is materially reduced.

"Memory can seldom be relied upon, even in the most limited lines, to recall published data. The question narrows down to a choice between a personal file and bound volumes. The personal file entails more work to maintain, but none at the time the information is desired. The time and labor necessary in referring to bound technical journals result in their being consulted only as a last resort. The information in a personal file is also better arranged. No one can index technical information for the engineer as well as he himself. The personal file will also contain notes collected in practice that cannot be found in any technical journal. Where bulk and weight must be taken into consideration, the personal file has a marked advantage.

"The question as to whether filing will pay depends upon so many factors that each

engineer can only decide the matter to his own satisfaction by trying it. If done with intelligence and patience, it would prove profitable to a great many engineers who now depend upon bound volumes or upon not much of anything. In the case of the young engineer just starting in his work, it is safe to generalize and say that filing will pay if the topical method is followed. It will give him an insight into the correlative value of various subjects that he would be slow to get in any other way. If he draws upon a classification with care, so that the arrangement is logical, it will serve as a framework for mentally classifying and retaining the appreciable amount of information which is necessarily absorbed in filing technical information. It is a well-known psychological law that logical arrangement greatly facilitates the powers of memory.

"A good file, like everything else worth while, requires some effort. It offers no royal road. The topical system will not fully meet all the situations that arise, although it is superior to other methods. Articles are written from so many different viewpoints, and progress introduces so many new phases, that even the best classification will not be all that could be desired. Classification is not an exact science, but rather a continual compromise. It will never be possible, by any practical system, to file every article with the same finality of two plus two makes four, yet the results that may be obtained will well repay the labor required."

DUTCH LIBRARIES AND THE WAR

LIKE all other public institutions the library system of the Netherlands had to perform special duties imposed by the extraordinary conditions of mobilization and war. Especially the public libraries of The Hague and Leyden were called upon to provide books for the soldiers in camp and armory, and the Dutch periodicals devoted to library interests give the following details in this matter:

The first measure taken by the library management was the distribution of postal cards among the soldiers of those regiments encamped in the neighborhood. These postals took the place of the usual call slips and packages with books re-

requested by means of these cards were forwarded to each company. During the first four months the number of books requested increased over 200 per cent. After the month of January when more freedom could be granted to the military forces, the men came for their books themselves, preferring to make their selection at the library.

The library officials have accumulated interesting statistics of the literary needs of an army. Fiction takes the first place with a little more than one half of all books provided (54 per cent). The remaining 46 per cent. is divided as follows: technology, 15 per cent., literature, 8 per cent., natural history, 7 per cent., economics, 5 per cent., art, 4 per cent., history and philosophy (each), 3 per cent., religion, 1 per cent.

Other duties also were imposed upon the libraries. The influx of more than one million Belgian refugees, practically all of them to stay as long as the war will last, and all without regular occupation, increased considerably the number of readers in the public libraries. And it hardly needs to be mentioned that the newspaper and periodical divisions feel the rush more than any of the other departments.

Numerous publications, private as well as official, have been issued since the outbreak of the war, as all philanthropic, financial and economic institutions came forward with their public communications relating to conditions caused by the mobilization and the declaration of martial law. In order to preserve a complete record of all such publications the government has instructed the Royal Library at The Hague to publish a weekly record of them.

Under the title "Documenten voor de economische crisis van Nederland in oorlogsgevaar" (Documents relating to the economic crisis in the Netherlands caused by the existing state of war) the Royal Library has completed the first series of this record, which contains the following bibliographies:

1—Measures and communications of the government in *Staatsblad*, *Staatscourant*, *Handelingen*, and *Bijlagen*.

2—Philanthropic support.

3, 4, 5—Measures of the municipalities of Amsterdam, Rotterdam, and The Hague.

6—The monetary crisis.

7—The savings banks.

8—A chronicle of the economic crisis (Jul. 24-Dec. 31).

The second series will contain: The railroads, navigation, wheat supply, municipal measures relating to bread, the government's loan, the municipality of Utrecht, the unemployed, the insurance companies. The price of publication is 20 cents.

PUBLIC FILM LIBRARIES NEEDED

ORRIN G. COCKS, secretary of the National Board of Censorship, in a recent interview printed in the *New York Tribune* urged the establishment of public film libraries.

"There is more need for a public library of films than there ever was for a public library of books," he said, "and for the following reason: The book is an individual property. It can be read in solitude; the individual can purchase it if he wants it. But the motion picture is essentially a collective commodity. The individual can have a desired motion picture only on condition that a large number of other people want the same picture at the same time.

"The public film library would differ from public book libraries in a very important particular. The book library is a free library, maintained at the cost of philanthropists or taxpayers. The public motion picture library would be a self-supporting enterprise; probably it would be in time a lucrative business.

"The public film library, dealing with a sufficiently large number of schools, churches and other agencies, would be able to draw on the world's supply for whatever film it wanted and to ransack the film output of the last ten years. Most of the negatives (the original copies) of good films, no matter when or where made, have been preserved, and fresh copies can always be prepared.

"The public film librarian would encourage, not discourage, the selection of programs; he would study the problem of making film programs positively, consecutively educational and at the same time magnetic, dramatic, popular.

"A recent development in the mechanics of the film brings the possibility of a public

educational film library right to hand. Mr. Edison has newly perfected and patented a device for renovating injured and worn-out films. A film, after passing several hundred times through the projecting machine, becomes scratched, blurred and sun-spotted. Mr. Edison's new process removes these evidences of use. The Edison Company is prepared to renovate any film for \$10; it will furnish its own disused films, renovated, for \$20 a reel. Old, worn-out films can usually be bought for \$10 a reel, no matter by whom produced; they can be purchased at a still lower price in the European market. The price of a new motion picture reel is \$100, and the price of a renovated reel would be \$20.

"As soon as a businesslike, well-stocked public film library was created, the use of educational films would develop rapidly. Churches as well as schools, public libraries, playgrounds in the evenings, would patronize the library. Commercial show houses would patronize it to obtain the programs for such children's matinees as are now given in two theatres in co-operation with the Horace Mann School. The present immediate market for educational films is no index to the real demand. The public book libraries would not be popular unless they had books on their shelves, nor would people form reading habits if they were unable to secure the books they wanted. The same is true of motion pictures.

"The present virtual monopoly, held by the commercial show house on the motion picture, must be broken; motion pictures are of public advantage and of public necessity, and their use should not be entirely dominated by the mercantile motive under the stress of intense competition, high rentals and the overstimulated taste of an amusement-craving public. The public or co-operative film library, organized with a special view to the needs of community center groups and civic forums, self-supporting and self-developing, would meet the problem."

Almighty Author and Lover of Peace, scatter the nations that delight in war, which is of all plagues the most injurious to books.—From RICHARD DE BURY's "Philobiblon."

WOMEN AS LIBRARIANS — A FRENCH VIEWPOINT

IN a recent book by A. Bonnefoy, entitled "Place aux femmes! Les carrières féminines, administratives et libérales," a brief chapter is given to women in libraries. The author limits himself to quoting an article by an eminent professor, which appeared in the *Revue Internationale de l'Enseignement*.

"What place is it desirable to make for women in the various administrations under the ministry of public instruction? The question presents itself more urgently as young women who have received a good secondary education, come to the Universities in greater and greater numbers. One must offer them the possibility of gaining an honorable livelihood in positions worthy of their intellectual preparation. Consequently, women find themselves led to compete with men in professions which do not suit them or which suit them badly, in which they can succeed only indifferently and with difficulty. This is the more reason that the administration should endeavor to direct, to find channels, as it were, for this movement, reserving for women those situations most in harmony with the natural aptitudes of their sex.

"Among these positions, there are none perhaps better fitted to women than those offered by the public libraries. An indoor occupation which consists in classifying books carefully, keeping them dusted, preserving order on the shelves, recopying with painstaking accuracy the titles in the catalog, using taste in the binding of books, serving readers with attention and affability, cannot this work be done as well by a woman as by a man? The answer cannot be doubtful. Let us be frank: It is work which suits a woman much better than a man. In reality, men are not at home in the duties of the librarian. . . . This subordinate role does not suit the natural pride of men. And one need not be much of a psychologist to divine the inevitable frictions that would culminate in grotesque disputes, if the fear of ridicule did not forbid carrying things to the extreme. Professors and students regard books as tools. When they go to the library, they wish to be served. The lack of affability, the failure

of attention easily irritates them. The librarian, for his part, is inclined to imagine that there is not enough appreciation of his learning and his work. The learned man suffers in being the servant of others. He is apt to shut himself up in his office to give himself to his individual labors. Or, jealous of his small share of authority, he uses his rules literally, to thwart the most reasonable demands. His triumph is in creating a void in the library, so that the books may never be out of place. . . . He wishes to live in peace in his sinecure. The picture, no doubt, is too strongly drawn. One should neither exaggerate nor generalize. It is none the less true—and it is all there, is time to demonstrate here—that there is a certain incompatibility of humor between professors and students on one hand and the staff of university libraries on the other. A quarter of an hour in conversation with one or the other is enough to show it. Must one declare men guilty? No. This incompatibility is in the nature of things, it results from the fact that men are not in their place.

"It is probable that with a feminine staff, all this friction would disappear, because the psychological reasons already indicated would no longer exist. Women would not feel humiliated by serving, by playing in the library the part they play in the home. Naturally more flexible, more teachable, more affable than men, they would accomplish with pleasure and smilingly, without tiring, the modest duties which do not belong to the other sex. To serve the reading public, it is quite natural to have women shop clerks. Even when the shop is one of books, men are not made for this role. That is so true that one may be allowed to wonder why we have not thought earlier of confiding to a feminine staff the public library service. Formerly, it may be said, we could not have found among women a staff sufficiently well educated. To-day, that reason no longer exists. The knowledge of foreign languages, necessary for librarians, is as extended among women as among men in the educated classes. We cannot find henceforth a single good reason for reserving to men only duties which, it must be repeated, do not fit them. Experience with a feminine staff in libraries was made a long

time ago in administrations less given to routine. It will soon be ten years, I believe, since the Ministry of Commerce placed a woman at the head of the library of service of the *Statistique Générale* of France. That library is well-kept; all the documents, French and foreign, relating to official statistics, are admirably classified. And that is a kind of publication that can not be placed in a category of works requiring the minimum of pains to classify properly. . . ."

The author, after this quotation, calls attention to the fact that the present tenure of office must be respected, but thinks that a gradual replacement of men assistants by women would be reasonable and advantageous. At least, it might be tried on a limited scale. Experience would tell, and he would be surprised if the verdict were not favorable.

DUTCH UNIVERSITIES OPEN COURSES FOR LIBRARIANS

THE universities of Amsterdam and of Utrecht have added to their faculties of literature a chair for library economy and bibliography. Dr. H. E. Greve of the Royal Library at The Hague has begun a series of lectures at the first named university on the subject of national and international catalog rules. Dr. A. Hulshof has taken up the subject of general and historical bibliography for his lectures at the University of Utrecht.

INDEXING A MILLION MEN

"THE exact registration of the huge horde of over a million prisoners of war in Germany, so that rank, service division and place of confinement of each man can be instantly determined, has been perfected to an astonishing degree by Count Schwerin, a 60-years-old captain of cavalry," says a correspondent of the Associated Press, writing from Berlin. "To-day the relatives of any French, Russian, English, Canadian, Italian, Servian, Montenegrin, Belgian or Japanese prisoner in Germany can ascertain within 24 hours where that soldier is and what his condition is.

"This is made possible through a card catalog that all but beggars description.

It is probably the most perfect thing of its size and kind in existence. In its creation two other systems have had to be discarded as inadequate, and the work and pains lavished on them duplicated. In its maintenance 80 persons are engaged, while its inventor, Count Schwerin, works 12 hours a day overseeing things.

"Each day dozens and scores of lists of names pour into Count Schwerin's department of the war ministry in the Dorotheenstrasse, here in Berlin. These lists give the necessary information for filling out the cards, so that each shall contain the name and forename of the prisoner, his service branch, regiment and company, the place and date of his capture, and the place where he is held. If he is wounded, the nature of his wounds and the hospital where he is are added.

"Scores of young women fill out the cards, which then go to sorters, under the inspection of a man who in peace times is a head instructor in one of Berlin's higher schools. Before the sorters stand wooden cases built after the fashion of type cases, but deeper. It was the sight of compositors 'throwing in' type that led Count Schwerin to adopt these cases.

"The first set of sorters take the cards just as they come, in alphabetical confusion, from the writing room and divide them according to the initial letter from A to Z. Other sorters then take the A's and subdivide them systematically—into Aa, Aaa, Ab, Aba, Abb, and so on. Thousands of cards are sorted and filed daily—for the list of prisoners never stops growing.

"The names also are divided according to nationality, and put away in the cases that flank all four walls of three rooms. There are between 25,000 and 30,000 Belgian names, from 16,000 to 18,000 English names, and hundreds of thousands of French and Russian. With but one exception the Servians, Montenegrins and Japanese prisoners in Germany are civilians of military age interned here.

"Approximately 800 letters come to Count Schwerin's 'Kartothek' daily—requests for information about relatives or friends. It is the boast and pride of this officer that no request remains unanswered longer than 24 hours—48 at the very out-

side, when the letter or inquiry is in difficult Russian.

"Count Schwerin's 'Kartothek' contains between 900,000 and 1,000,000 names. Two or three hundred thousand of the latest captives thus are missing. In a month's time, however, these, too, will be duly cataloged and stowed away for future reference.

"So much for the catalog about the living soldiers of the eight countries now at war with Germany. A smaller catalog contains as far as available the names of the dead—supplied in a variety of ways, but chiefly by means of the metal tags worn by the soldiers around their necks.

"This list is incomplete for a variety of obvious reasons, but partly because many of the soldiers, especially the French, take the tags off, through superstition, and throw them away. Even at that there are, in the war ministry building, boxes on boxes full of the little tin disks.

"The huge catalog has grown to be Count Schwerin's greatest pride and care. Though past middle age he gladly gives long hours and infinite patience to its extension and upkeep. Recently he desired to go into the field for active service, but it was found that in the months he has been in the war ministry he had made himself practically indispensable, and that no one could be found who could take up the catalog where he would have to leave off."

EIGHTEEN THOUSAND LIBRARIES

There are over 18,000 regularly established libraries in the United States, containing more than 75,000,000 volumes, according to statistics just compiled by the United States Bureau of Education. The number of volumes is an increase of 20,000,000 since 1908.

Of the 2,849 libraries containing 5,000 volumes or over, 1,844 are classified as "public and society libraries," and 1,005 are school and college libraries. Public and society libraries have an aggregate of over fifty million volumes, with seven million borrowers' cards in force; 1,446 of these libraries were entirely free to the public.

Libraries reporting from 1,000 to 5,000 volumes numbered 5,453, of which 2,188

were public and society libraries, and 3,265 school libraries. These libraries contained 11,689,942 volumes. Another group of still smaller libraries, comprising those that reported from 300 to 1,000 volumes, increased the total by 2,961,007 volumes.

The distribution of library facilities is still uneven. Of the 1,844 public and society libraries reported for the entire United States, more than half were in the North Atlantic States, and they contained 24,627,921 volumes out of the total of fifty millions; and of the three million volumes added to library collections for the year 1913, almost one-half were for the same section. New York State had 7,842,621 volumes in her 214 libraries; Massachusetts, 7,380,024 in 288 libraries; Pennsylvania, 3,728,070; and Illinois, 3,168,765 volumes. Four-fifths of the borrowers' cards in use were in the North Atlantic and North Central States.

Library activity for the past year was marked, according to the Bureau of Education report, by "considerable extension of the branch system, particularly in the granting of library privileges on the part of cities to neighboring suburban communities; by further development of the county library plan in many states; and in general by a visible growth in the spirit of service that is characteristic of many of the formal educational institutions of to-day. The period of the library as a mere storehouse of books seems to be safely past; it has yielded to a period of direct community service."

A PROJECTED INFORMATION BUREAU OF CROMWELL'S TIME

LIBRARIANS are watching with interest the several recent enterprises for establishing general bureaus of information. Perhaps it will seem worth noting that this apparent innovation in our field was not only projected, but that the project was elaborately worked out in detail, and under the high-sounding title, "An Office of Publick Adresse in Spirituall and Temporall Concernments," presented in a discourse to the Houses of Parliament more than 250 years ago. But it was presented at a most inopportune time. Two hundred and fifty

years ago saw the British Parliament in the wild confusion of the Cromwellian civil wars, and the author of the project, that most interesting character and friend of Milton's, Samuel Hartlib, in a later pamphlet printed in 1648 regretfully explains that his discourse "would have wrought some effect upon those that mannage the Affairs of this State if the Danger of this last Commotion had not employed all their Strength and Attention to save us from sudden Shipwrack."

It is from this pamphlet, quaintly entitled, "A further Discoverie of the Office of Publick Adresse for Accommodations," that we know about the project. Its aim, to advance "the Glory of God and the Happiness of this Nation," by enabling "all Men's talents to become usefull to each other," was more devoutly expressed than current business practice would sanction in our day, but the project is nothing less than that of a great general information bureau to be undertaken by the civil authorities. The comprehensiveness of the bureau, or "Office," as our author prefers to call it, is truly delightful. "This then," to quote from him verbatim, "is the proper End and Vse of this Office, to set everybody in a way by some direction and Adresse, how to come speedily to have his lawfull desires accomplished, of what kind soever they may be." It is hard to see how such a benevolent scheme could fail in its appeal, or what could be better worth the consideration of any governing body on earth.

The author's plan, though so beneficently ambitious in scope, is worked out in minute detail and provides for many of the bibliographical, literary and charitable enterprises with which we are familiar to-day.

The scheme is to be carried out by means of an elaborate system of "registers." "These Registers should be of all things which either may be any way offered by one man to any or to all, and desired by another from Any or from All." By this means will be provided "a Center of Encounters to give Information to All of All usefull matters. For one of the great Causes of our Miserie in this present life is this," continues the author naively, "that we are not onely in the dark, not knowing what good things are extant in private, or publicly

attainable for Vse: but we are in disorder and confusion, because when we know what things are attainable, yet we have no way contrived how to encounter readily and certainly with them ourselves, when we have need of them, or when we have them, to impart them to such as want them," a cause of misery which we still have with us.

The author's father was a Polish merchant, and the son shows the instincts of a practical man of affairs in the thorough organization of the projected bureau. His directions are explicit down to the minutest details. There are to be two kinds of records kept—"unchangeable Registers" "of things which are perpetually the same," and "changeable Registers containing all matters of daily Occurance between man and man."

The "unchangeable Registers" consist of: 1. "A Catalogue of all Catalogues of Books, whereunto the Enquisitor may be referred, to seeke out whether or no he can find anything written of the Matter whereof he doth make inquire in any of these Catalogues." This is a very interesting suggestion of the need of a bibliography of bibliography. The author speaks as if none were already in existence, and as he was a man of cosmopolitan culture, he would be likely to be aware of any such "catalogues" if compilations of the sort were available. There were, however, in his day a goodly number of universal catalogs and some library catalogs as material for making his "catalogue of catalogues." "Then," he continues, "the Office should have one or more Copies of each of those Catalogues, to which the Register of Catalogues should referre them to make their search." It is interesting to librarians that in the author's comprehensive scheme for the gratification of all legitimate desires, the work of the bibliographer is named first, and that the need of securing catalogs of books to which the "Enquisitor" may be referred for information assumes such paramount importance.

A further list of the "unchangeable Registers" includes:

2. Topographical and descriptive registers and reference works. "Speed's Description of the kingdome" is mentioned.

3 and 4. A register of public officials,

employees and tradesmen: A register of "Families and Persons of eminent note and quality. .for Birth, or for Place and Em-ploiment, or for Abilities and. .Vertues."

5 and 6. A commercial register of markets, prices, exports and imports.

The above records are encyclopædic in character, and are "unchangeable" or permanent, in that they give general information to which "enquisitors" may be at all times referred.

Under the second heading, "Changeable" records, fall all matters appertaining to the mutual personal accommodation of the patrons of the bureau. These must, of course, be kept constantly up to date, and, hence, are "changeable." The registers to care for these matters are brought under four departments. The author enumerates them thus: "1. One for the Accommodation of the Poore. 2. Another for the Accommodation of Trade, Commerce and Bargains for profit. 3. A third for the Accommodation of all Actions which proceed from all relation of persons to each other in all Estates and conditions of Life. 4. A fourth for Ingenuities and matters of delight unto the mind in all Vertues and rare Objects."

The administration of each of these departments is given in detail. Under "the Poore," the scheme embraces the work carried on by any present-day charities organization society. Relief, nursing, free medical and legal advice are all provided for. Sanitation is the only modern demand conspicuously absent. In fact, we read along, feeling very much at home in this poor relief work when a breath of the crusades suddenly recalls us to a time nearer the middle ages than to the twentieth century, by the enumeration, among worthy objects of charity, of "our own countrymen, *Captives under the Turks.*"

The "Register of Commerce and Bargains" is nothing more or less than an exhaustive business directory and technical and professional advisory bureau. The "Register of Persons, and Actions, in all Offices and Relations" is not only an employment bureau for all ranks, official and professional down to the lowest grades of "such as doe service in the Stables and the Kitchin," but it is also a bureau at which miscellaneous desires of all kinds and de-

scriptions may be registered. Matrimonial affairs will be arranged, a travelers' bureau is provided for. The "Office" means to stop short of no human desire which is unfilled. Even the modest person with a vague notion that some reward, he doesn't know just what, is due him from the king or state, may go to the "Office" for advice, and find someone to attend to just this sort of delicate matter and ready to convey the hint which will transform this indefinite wish into a realizable asset. As to the "Female Kinde" (there were no suffragists in 1648), the "Office" is a man's place and they are not invited to enter here, but they are by no means left out of account. They may engage *some man* to present their desires for them. The "Office" plans to instate some "Grave and Pious Matrons" to whom "Cases of Women as well as . . . the Affaires of the Poore . . . may be referred." Last of all, the "Register of Ingenuities" is devoted to information in all the sciences and the arts, and is intended to serve savants, collectors, and all persons interested in "Matters commendable for Wit, Worth, and Rarity."

The author of this scheme was a man of the world, as much at home on the continent as in England, and he has in mind not only one such bureau in England, but the establishment of a system of interrelated bureaus in the principal cities of Europe (America, we remember, at this date was but a few struggling colonies and quite outside the consciousness of an erudite man). The bureau, though undertaken by the state, is intended to be self-supporting, the rich paying a fee of "two pence, or three pence at the most," though the poor paid nothing for registering.

In conclusion, the author states that, for the success of this scheme, "nothing is wanting but an Act of Authority to be given to the solicitor of Publicke designes," and he closes his plea by drawing up the outline of a bill to be presented to Parliament for the carrying out of his project. It would have been interesting, indeed, had the author's recommendations received a favorable hearing, and if, as a state experiment, it had been tried out two centuries and a half ago.

JULIA PETTEE.

American Library Association

In the haste of preparing the minutes of the Council meeting at Berkeley, June 9, the resolution which Dr. Bowerman first submitted approving efforts for better reading being made by the Boy Scouts was enclosed in the copy sent to the JOURNAL instead of the revised resolution which he submitted at the second meeting of the Council and which in that form was officially adopted. The text of the resolution as actually adopted was as follows:

Resolved, that the Council of the American Library Association welcomes the aid of the Library Commission of the Boy Scouts of America in its efforts to improve the reading taste of the boys of the country; that the Council approves the plans of the Library Commission of the Boy Scouts for a week when, by vote of the American Booksellers' Association, the retail book trade shall place special emphasis on juvenile books, and that the Council commend this plan, as announced by the Boy Scouts of America, to the favorable consideration of the public librarians of the country.

Library Organizations

NATIONAL ASSOCIATION OF STATE LIBRARIES

The eighteenth annual meeting of the National Association of State Libraries was held at Berkeley, Cal., on June 4 and 8. The first session was a joint session with the American Association of Law Libraries and the California Library Association. In the absence of President Gillis the meeting was called to order by Mr. Lien, president of the Law Libraries Association, who asked Mr. Shaffer of the State Law Library of Washington to preside.

A telegram from Mr. Gillis was read in which he sent greetings and expressed regret at not being able to be present. A telegraphic response was ordered prepared and sent in reply.

The chairman introduced Dr. G. E. Ueyehara of the University of Meiji, Tokio, the executive commissioner from Japan to the Panama-Pacific Exposition, who read a paper on the judicial system in Japan. He said that the framers of the Japanese constitution believed, as did the framers of the constitution of the United States, that the independence of the judiciary is a requisite of good government; and while endeavoring to subordinate every branch of government to the emperor they intended to make the judiciary independent. This independence, however, means nothing more than that the judgment of the court is free from the direct control of the executive.

He considered that the judiciary of the United States is placed too strong in the constitution, while in Japan too weak, and in both cases not quite consistent with the principles of sound democratic government. In such a government the judiciary must be subordinated, not to the executive, but to the legislative branch of government which is the representative body of the people. He described the different courts of law in Japan and their functions.

Dr. Ueyhara was given a rising vote of thanks in appreciation of his address.

The next speaker was Professor E. P. Cubberley, head of the education department of Stanford University. He explained at some length his views relating to library organization as expressed in his book which had recently been published by the Macmillan Company on "State and county educational reorganization." This book contains a school code and constitution drawn up by the author for a hypothetical state called Osceola. The speaker's plan was for a system of education which should be a state system rather than a series of local systems, and embracing not only mere teaching but all those things along the line of educational service that go to the improvement of the human race. The state library and state museum would be branches of the state department of education, and head of their respective lines in the state. It would be the duty of the state librarian to co-operate with the county librarians calling an annual meeting of all librarians for consultation.

Dr. Cubberley would organize community center schools, which would be libraries, meeting-houses and school houses all in one, around which might rally the educational and agricultural service of the community, and so consolidate almost every important effort for the improvement of the rural districts and small towns of the state. The old-time school district unit would be eliminated, and the county, with the county board of education in control, supersede it. County librarians, certified by the state, and recommended by the county superintendent, would be appointed by the county board of education, each county to have a county library with branches in every community center; and all school libraries would be part of the county library system. The object is not to obtain control by the school department of the library work, but rather to secure co-operation which would lead to economy and efficiency.

The last item on the program was the report of the joint committee on national legislative information service, which was pre-

sented by the chairman, George S. Godard, Connecticut state librarian. He spoke especially of the work of preparing a cumulative index to state legislation which was being published by the Law Reporting Company of New York under the auspices of the joint committee and being furnished free to co-operating libraries. There was considerable discussion of the report of the committee, and a committee was appointed to draft resolutions expressing the appreciation of the joint session for the great service being rendered by the Law Reporting Company.

The second session of the association was held on Tuesday morning, June 8. Johnson Brigham, state librarian of Iowa, was chosen chairman.

The report of the secretary-treasurer showed a balance on hand in the treasury of \$422, with dues still uncollected of \$100. The secretary explained, however, that the proceedings for 1912 and 1913 as soon as printed would call for a considerable amount of this balance. Several new members had joined during the year, the membership representing forty-three institutions located in twenty-seven states.

A number of amendments to the constitution that had been prepared by the officers were read, the object of which was to make that document more in accord with the practice of the association in the matter of membership. The amendments will come up for adoption in 1916 and if carried will limit regular membership to institutions.

The secretary called attention to the Year-book which had been distributed at the convention, and also to an index which had been prepared to all of the published proceedings of the association. This last item, together with a summary of county library work and legislation relating to same in the various states of the Union, were ordered printed in the annual proceedings of the meeting. The report closed with the reading of a number of letters from various states relating to recent legislation affecting state libraries and their work.

Dr. H. R. McIlwaine, chairman of the committee on public archives, was not present but sent his report which was quite extensive and comprehensive. This was the fifth annual report of the committee, and Dr. McIlwaine expressed the hope that the publication of the reports and their wide dissemination throughout the country will have a tendency to increase interest in archival work and lead to greater efficiency among archival workers and the passage of better laws for the better care of all public records.

The report of the committee on co-operation between legislative reference departments was forwarded by Mr. Lapp, the chairman, as he too was not able to be present. He said that progress had been made through the establishment of the Public Affairs Information Service on a sound basis in connection with the H. W. Wilson Company.

The resolution committee of which Mr. Small of Iowa had been appointed chairman presented resolutions expressing the good wishes of the association to Mr. Gillis, and thanks to Professor Cubberley, to the secretary, and to the University of California authorities and the local committee of arrangements.

A vote of congratulation was also ordered sent to Mr. Galbreath upon his return to library work as state librarian of Ohio.

Mr. Godard of Connecticut presented the report of the committee on nominations, and the following officers were unanimously elected for 1915-16: President: A. J. Small, state law librarian of Iowa; first vice-president: M. G. Dodge, legislative reference librarian, California State Library; second vice-president: Carrie L. Dailey, assistant state librarian of Georgia; secretary-treasurer: Elizabeth M. Smith, head of order division, New York State Library.

Mr. Small, the president-elect, said a few words, and the convention adjourned. Thirteen different institutions were represented at the meetings, from twelve different states.

MELVIN G. DODGE.

LIBRARY CONFERENCE AT THE SUMMER SCHOOL OF THE SOUTH

During the six weeks' session of the Summer School of the South, held at the University of Tennessee, June 22 to July 30, Miss Lucy Fay, the university librarian, and her assistant, Miss Anne Eaton, gave a course of lectures on "Library methods for teachers," covering the use of books and libraries, the technical subjects of cataloging, classification, accessioning, etc., history of libraries and book-making, and children's literature.

While the attendance was smaller than ever before, the instructors felt that the work was more far-reaching in its influence for better school libraries throughout the South.

On July 22 a library conference was held, and Professor Harry Clark, professor of secondary education in the University of Tennessee, made an enthusiastic talk to an assembly of one hundred or more teachers on "The necessity of a well selected and well organized

library in every high school in the state." Mr. C. C. Certain, professor of English in the Central High School of Birmingham, Ala., and chairman of the committee on high school libraries of the Southern Conference for Education and Industry, followed with a very inspiring and practical talk on "How to make teaching more interesting and vital by the use of a good library properly administered in the school." Mrs. Pearl Williams Kelley, supervisor of school libraries in Tennessee, talked most helpfully on "The practical ways of organizing school libraries by means of state aid."

The interest and enthusiasm shown by those in attendance on this conference was most gratifying, and suggestions were made that a committee be appointed to plan for a larger and better conference for 1916. The names and addresses of teachers particularly interested in organizing school libraries in their own schools were called for. This list includes names from Alabama, Arkansas, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee and Texas.

An exhibition of a model rural school library and model classroom libraries from grades one to eight was held in the library building and was visited by a large number of teachers.

LUCY E. FAY, *Chairman*.

NATIONAL EDUCATION ASSOCIATION— LIBRARY SECTION

SYNOPSIS OF REPORT ON ELEMENTARY SCHOOL LIBRARIES

The report of the committee on elementary school libraries was presented in the Library Section of the National Education Association at Oakland, Cal., August 24, by Effie L. Power, supervisor of work with schools, Carnegie Library of Pittsburgh, and chairman of the committee. Other members of this committee are as follows: Grace D. Rose, librarian, Public Library, Davenport, Iowa; Frances Jenkins, Teachers' College, Columbia University, New York City; Zaidee Brown, librarian, Public Library, Long Beach, Cal.; Jasmine Britton, superintendent of children's work, Los Angeles, Cal.

This committee was appointed late in 1914 and submitted this first report in the form of a partial report on the organization and administration of elementary school libraries organized independently, and elementary school libraries administered in connection with a library system. It is a part of the committee's plan that many of the topics shall be more fully presented in future meetings of the section.

The following points have been considered: organization, basis of book selection, staff, cost of administration, depositories, functions of administrative office.

Under the latter heading the following sub-heads have been discussed: selection of books, pictures and other library material, care and distribution of deposits of library material in schools, reference work with teachers and classes of pupils, instruction in library use and children's literature in normal schools, publications of school lists, exhibits or model collections of books for children, selection and collection of pedagogical books and magazines, collection of text books for comparative study, collection and use of museum material, collection of newspaper clippings showing local and current history of school work, lectures on school-library topics, story-telling as a means of directing children's reading, attendance at school-library meetings, co-operation with other child welfare agencies, the administration of a special room for teachers within the library, and the training of school librarians.

ASSOCIATION OF AMERICAN LIBRARY SCHOOLS

The first meeting of the association was held in the New York State Library, Albany, June 29-30. There were eighteen delegates present, representing the following schools: Training School for Children's Librarians, Pittsburgh; School for Library Science, Pratt Institute; Library School of the New York Public Library; New York State Library School; Simmons College Library School; Wisconsin Library School.

The time was largely given up to the adoption of a constitution, of which a tentative draft with alternatives and comments had been distributed in advance. The report of the committee on book selection was read by Miss Donnelly, chairman, and Miss Sanderson presented the topic, "Library school recommendations to teachers' agencies." The question of specialized training for librarians was discussed and a letter from Miss Irene Warren, on behalf of the committee on training for school librarians, was read.

The first official act of the association, outside the discussions, was the sending of a telegram to Miss Plummer expressing its regret at her inability to be present at the meeting.

MARY L. SUTLIFF,
Temporary Secretary.

Library Schools

UNIVERSITY OF ILLINOIS LIBRARY SCHOOL

SUMMER SESSION

The University of Illinois Library School held its fifth annual summer course in library training this year, the session lasting six weeks, from June 21 to July 31. The principal instructors were Mr. Ernest J. Reece and Miss Ethel Bond, members of the Library School faculty, and the revisers were Miss Margaret Williams and Miss Mary G. Burwash, members of the University Library staff. Miss Eva Cloud, librarian of the Kewanee, Illinois, Public Library, was in charge of the children's work and gave a course of ten lectures in children's literature, with assigned readings. The Illinois Library Extension Commission was represented by the secretary, Miss Anna May Price, who spent July 19-21 at Urbana, gave two lectures, and held conferences with the students from Illinois libraries.

As in previous years the enrollment was restricted to persons regularly engaged in library work. Thirty-five students registered, of whom twenty-four were from Illinois. The other states represented were Colorado, Indiana, Kansas, Louisiana, Michigan, Mississippi (2), South Carolina, South Dakota and Texas (2). Twenty-five of the students came from public libraries, six from college and university libraries, one from a high school library, one from a normal school library, one from an endowed reference library, and one from the library of a Chicago business house. Twenty-two are in charge of libraries, and thirteen are assistants. As regards general educational preparation, one has a Master's degree, four have Bachelor's degrees, two have some college work or its equivalent, twenty-two have high school diplomas or the equivalent, while the remaining six, having somewhat less preparation, were admitted as special students.

The total number of class hours during the session numbered ninety-two. The majority of these were occupied by lectures which in most cases entailed two hours of outside work by each student as preparation. Of these hours cataloging occupied 20 hours; classification, 10; reference work, 10; book selection, 12; children's work, 10; and the remaining periods were devoted to various phases of administration, and to a few special subjects that could be given only one or two hours in so short a session.

The course in book selection consisted of

several general lectures together with discussions of particular types of literature. The program for this was as follows:

General principles of book selection. Mr. E. J. Reece.
 The evaluation of a book. Mr. E. J. Reece.
 Types of travel literature. Mr. E. J. Reece.
 Helpful biographies. Miss Emma Felsenthal.
 Dramatic literature. Mr. F. K. W. Drury.
 English fiction. Dr. D. K. Dodge.
 The literature of comparative religion and modern religious movements. Rev. A. R. Vail.
 Contemporary American novelists. Dr. D. K. Dodge.
 The science and literature of education. Dr. H. O. Rugg.
 Books and other material relating to history. Miss Marian Leatherman.
 Tools useful in book selection. Mr. E. J. Reece.
 The librarian and the literature of the out-of-doors. Professor Vaughan McCaughey of the College of Honolulu.

The exceptionally cool weather of the summer made the session especially attractive, and made it possible for the students to enter even more fully than in previous years into the campus life. General lectures, weekly socials, campus songs, organ recitals and vesper services, were arranged by the University Summer Session. In addition, the Library School students made special trips to such points of interest as the seminary libraries, the University museums and greenhouses, and to the observatory on the top of the new Armory.

LIST OF STUDENTS

Students are from the public library of their city, unless otherwise stated.

Illinois

Arcola, Bessie Frances Rusk, librarian.
 Beardstown, Hallie Seger, librarian.
 Carmi, Hattie Clark, librarian.
 Chenoa, Louise M. Ballard, assistant.
 Chicago, Ruth Halby, attendant, John Crerar Library.
 Chicago, Ruth Chandler, junior assistant, Lewis Institute branch, Public Library.
 Chicago, Eva Myrtle Wood, librarian, Marshall Field & Co., Employees' Library.
 Danville, Clara Louise Fallis, second assistant.
 Danville, Selma Nungesser, third assistant.
 DeKalb, Mrs. Eliza B. Murray, librarian.
 Fairbury, Elton B. Henry, assistant librarian.
 Jacksonville, Mabelle Inex, librarian, Illinois College.
 LaGrange, Ethel Frances Edes, librarian, Lyons Township High School.
 Lexington, Anna M. Pierson, librarian.
 Macomb, Esther Marie Colvin, student assistant, State Normal School.
 Monticello, Lena Bragg, librarian.
 Marion, Mary Effie Williams, librarian.
 Ottawa, Evelyn Elizabeth Barry, second assistant.
 Ridgeland, Florence Newlin, librarian.
 Springfield, Mary A. Giblin, loan desk assistant, Lincoln Library.
 Salem, May Davenport, librarian, Bryan Bennett Library.
 Tuscola, Mrs. Edna G. Williamson, librarian.
 Virden, Hatibel Evans, librarian.
 Wyoming, Mary W. Townsend, librarian.

Indiana

Vincennes, Maude Esther Oestreich, assistant.

Michigan

Detroit, Emilie Sexauer, senior assistant, George Hoemer branch, Public Library.

Colorado

La Junta, Ethel Margaret Helm, librarian, Young Folks' Library.

Kansas

Larned, Mrs. Sara T. Seiple, librarian.

South Dakota

Pierre, Mrs. Maude R. Carter, librarian.

Louisiana

Baton Rouge, Ruth Elizabeth Bates, assistant, Hill Memorial Library, Louisiana State University.
 New Orleans, Mrs. Esther F. Harvey, librarian, Sophie Newcomb College Library.

Mississippi

West Point, Lucy E. Heard, librarian.

South Carolina

Beaufort, Florence A. Kennedy, librarian, Lee Library, Claflin University.

Texas

Georgetown, Mrs. Margaret McKennon, librarian, Southwestern University.
 Georgetown, Fannie Miles Wilcox, assistant, Southwestern University.

P. L. WINDSOR, Director.

CARNEGIE LIBRARY OF PITTSBURGH— TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS

The Training School closed its fifteenth year, July 31. Twenty-five junior certificates, two special certificates and six diplomas were granted.

Mr. Charles E. Rush, librarian, St. Joseph Public Library, St. Joseph, Mo., lectured to the School July 28 on "Prominent illustrators of children's books" and "Effectively printed library advertising." An exhibit illustrating good advertising was hung in the Training School study room.

During July the students were scheduled two periods each week in summer playgrounds where they had practice in distributing books and story-telling.

APPOINTMENTS

Students have been appointed to the following positions:

Alice E. Booth, Rochester, N. Y. Branch librarian, Rochester Public Library.
 Margaret Jean Clay, Victoria, B. C. In charge of work with schools, Victoria Public Library.
 Mary Frances Cox, Sandwich, Ill. Children's librarian, Public Library, Jacksonville, Ill.
 Stella Tabor Doane, assistant, New York Public Library.
 Louise Endicott, Washington, D. C. Children's librarian, Wilmington Institute Free Library, Wilmington, Del.
 Esther Friedel, Jefferson, Wis. Children's librarian, Carnegie Free Library of Allegheny, N. S. Pittsburgh.
 Ruth Hughes, Washington, D. C. Children's librarian, Public Library, Cincinnati.
 Jean McFarlane, Pittsburgh. Assistant, children's department, Carnegie Library of Pittsburgh.
 Maud Wilding Marston, Detroit. Children's librarian, Public Library, Detroit.
 Bessie May Painter, Pittsburgh. Children's librarian, Public Library, Evansville, Ind.
 Mary Helen Pyle, Pittsburgh. Assistant, children's department, Carnegie Library of Pittsburgh.
 Maud Baker Rackett, Amagansett, N. Y. Assistant, New York Public Library.
 Virginia Slagle, Pullman, Wash. In charge of work with schools, Public Library, Tacoma.
 Edwina Mildred Steel, Huntingdon, Pa. Assistant, children's department, Carnegie Library of Pittsburgh.

Lillian Elisabeth Sullivan, Pittsburgh. Children's librarian, Public Library, Detroit.
 Lenore Townsend, Spokane. Head of children's department, Public Library, Spokane.

SARAH C. N. BOGLE.

UNIVERSITY OF CALIFORNIA SUMMER COURSE

Twenty-six students registered in the University of California summer course in library methods, June 21-July 31. One came from Bellingham, Washington, and all the others from within the state of California. Four county libraries were represented, eight public city libraries, five college libraries, one elementary school library, four high school libraries, one mercantile subscription library. Three graduates of the University of California, not yet appointed to positions, were admitted.

Sixty-four lectures were given by Miss E. M. Coulter, reference librarian of the University of California; Miss Marion L. Horton, librarian of the Fremont High School, Oakland; Miss Nella J. Martin of the catalog department, University of California Library; Mr. S. B. Mitchell, head of the accessions department; Mr. F. M. Bumstead, in charge of periodicals and binding; and the Director. Miss Harriet G. Eddy, library organizer for the California State Library, gave two lectures on California library law.

During the session a luncheon was given by the University of California Library School Association, at which time the members of the class of 1915 joined the association. Action was again taken, embodying a communication to President Wheeler, in which the need for a permanent library school at the University of California was expressed once more.

LIST OF STUDENTS

Blair, May O., assistant librarian, Beale Memorial Library, Bakersfield.
 Bong, Kathryn M., assistant, Public Library, Bellingham, Wash.
 Bosa, Harriet E., librarian, College of the Pacific, San Jose.
 Browning, Edna M., graduate, University of California.
 Cole, Mamie M., assistant, Los Angeles City School Library, Los Angeles.
 Connelly, Mary F., librarian, High School, Alameda.
 Davis, Margaret, assistant, Stanford University Library.
 Ewert, Mary V., assistant, Public Library, Long Beach.
 Ferris, Agnes Folger, assistant librarian, Public Library, El Centro.
 Flügel, Hilde, assistant, Stanford University Library.
 Hargrave, Nina C., librarian, High School, Anaheim.
 Harris, Mary W., assistant, County Free Library, Fresno.
 Heald, Ethel G., assistant, Stanford University Library.
 Hurd, Clarence H., assistant librarian, Nazarene University, Pasadena.
 Keeler, Emma C., assistant, Oakland Free Library, Oakland.
 Lake, Estelle D., assistant, Branch Library, Hollywood.

Landram, Lenna L., assistant, County Free Library, Merced.
 Love, Lydia, graduate, University of California.
 McKinley, Mary L., assistant, County Library, Madera.
 Oakley, Mary L., librarian, High School, Corona.
 Palache, Hilda W., assistant, Mechanics' Mercantile Library, San Francisco.
 Pearce, Myrtle, assistant, Public Library, Richmond.
 Pickett, Edith H., assistant librarian, Public Library, Richmond.
 Speece, Elsie M., Public Library, Redondo.
 Wilde, Leslie, graduate, University of California.
 Wilson, Leah M., librarian, High School, El Centro.

FAITH E. SMITH, Director.

RIVERSIDE PUBLIC LIBRARY SUMMER SCHOOL

The summer school closed its sessions Aug. 7. Fourteen students were enrolled, and the courses covered work with periodicals and serials, literary criticism, business methods, reference work, public documents, library law and county service, classification and cataloging, bookbinding, and work with children.

The following students were enrolled in the class:

Mary Elizabeth Allen, Pasadena, Calif.
 Henrietta W. Altgelt, San Antonio, Tex.
 Rebecca Elizabeth Burdorf, Fullerton, Calif.
 Alice M. Butterfield, Riverside, Calif.
 Gladys Dunbar, Riverside, Calif.
 Winifred Frances Estabrook, San Jose, Calif.
 Harriet L. Ferguson, Toronto, Canada.
 Floy Edna French, State College, New Mexico.
 Gertrude Kimbley, Riverside, Calif.
 Rubie Ley, Titusville, Pa.
 Emma Lee Lott, Houston, Texas.
 Edith McCright, Highgrove, Calif.
 Mayme E. Matthews, Bedford, Indiana.
 Nelle Sanford, Highgrove, Calif.
 Cora N. Schulze, San Luis Obispo, Calif.
 Esther Daniels, Riverside, Calif.

APPOINTMENTS

Miss Emma Lee Lott has accepted a position as librarian in the Boyle Heights school library in Los Angeles at a salary of \$1,600 a year.

Mrs. Virginia Cleaver Bason, who has been in the training school of the library for a year, has been called to a position in the new library of the State Normal School at Arcata in Humboldt county.

Mrs. Winifred Estabrook, who received training in the local library, is to have charge of the training school library at the San Jose Normal School.

Miss Rebecca Burdorf is to take the position of assistant in the Union High School library of Fullerton.

Miss Ruth Inwood, formerly a resident of Riverside, is at present a first assistant of the Santa Ana Public Library, a position she has held since the first of April. Miss Inwood had a year's course last year in the training school of the local library.

The positions average from \$1,200 to \$1,600 a year, only occasionally dropping down below \$1,000.

LOS ANGELES PUBLIC LIBRARY TRAINING SCHOOL

The library has issued its circular of information for the twenty-eighth year of the school. The library is strengthening its courses each year, with the intention of developing into a regular library school as soon as possible.

Until 1914, only candidates for positions in the local library were accepted as members of the class. The rapid growth of the library movement in California through the establishment of new public libraries, the extension work of the county libraries and the development of school libraries has resulted in an increased demand for library workers. The Los Angeles Public Library is now in a position to meet this demand by admitting to the Training School a limited number of students who wish to prepare for work in other libraries.

Commencing with the school year of 1915-16, the course of instruction will be extended from eight to nine months and will include practically all the subjects taught in any one year library school course. Work in bibliography and book selection and evaluation will be given, courses in the technical and administrative knowledge necessary to good librarianship, with miscellaneous courses on the history of the library movement, current library literature and current events, county and school libraries and the distinctive features of their work. A corps of ten instructors will give the regular courses and supervise the practice work of students, and special lectures will be given by visiting librarians and persons prominent in civic affairs.

Applicants should be between eighteen and thirty years of age, and must pass an entrance examination. All candidates are on probation the first two months, and a certificate is given to those who successfully complete the course. A tuition fee of \$25 is charged to residents of Los Angeles, and \$40 to non-residents.

MASSACHUSETTS AGRICULTURAL COLLEGE SUMMER LIBRARY SCHOOL

The School for Library Workers, which was held at the Massachusetts Agricultural College, Amherst, from July 19 to 24 inclusive, was planned for those men and women interested in the work of the small village or rural library, more especially those librarians and library assistants who have not been able to benefit by special library training or extended experience.

In addition to the class and laboratory work offered, lectures on important library topics

were given by recognized library workers. The opportunity to study the methods and collections of the college library also proved helpful.

President Butterfield welcomed the school to the college in a short address, and the preliminary schedule was followed without any radical changes. Almost at the last minute Prof. George M. Holcomb sent word that he could not get away from Buckingham, Pa., because of an important church engagement, but Prof. R. P. Utter of the English department of Amherst College consented to work up his course of five lectures on "Rural literature" upon very short notice and filled the bill splendidly. His lectures beginning with descriptions of the writings of Columella, Hesiod, and other ancient agricultural writers and coming down through the centuries, emphasizing the work of Wordsworth, Defoe, Thoreau, Burroughs, and others were very helpful and interesting.

Miss Alice Shepard of the City Library, Springfield, delivered two addresses to the Library School, the second of which was on "The librarian's outlook" and was most interesting and inspirational. Her advice to all "to keep fit" in body and mind; to become better acquainted with the classics in literature; to have a broader outlook upon one's community and to know more of the people, their interests and welfare, was very splendidly given.

Miss J. Maud Campbell of the State Free Public Library Commission gave two lectures, one on "The library and the foreign population" and the other on "Opportunities for social service." Her strong personality and very delightful way of dealing with these very important problems in some of our rural communities added to the interest and value of her message.

In addition the librarian, Mr. Green, gave two lectures, on "Agricultural literature" and on "Public documents for small libraries." A course of five two-hour lectures and demonstrations was given by Miss Chandler on phases of library economy devoted to classification, cataloging, shelf listing and related subjects; Prof. Morgan talked on "The library and its place in the community"; Miss Bridge of the City Library in Springfield gave two lectures on book binding and repair work; and there was an address by Miss Farrar of Springfield on "The collection of local history material in town libraries."

The number of students attending the school was a matter of pleasure to those in charge. There were seventeen full-time registrations, the expense for four of these stu-

dents being paid for by the Free Public Library Commission. There also were eight part-time registrations, in addition to several occasional visitors.

CHARLES R. GREEN.

Reviews

GARRISON, FIELDING H. John Shaw Billings: a memoir. Putnam. 432 p. \$3.

The memorial resolutions on the death of Dr. Billings, which were adopted at the Kaaterskill conference of the A. L. A. in 1913, began as follows: "It is seldom that the death of an individual removes from two professions a unit of singular power in each. But such was the loss in the recent death of John Shaw Billings; a scientist in a department of science intensive and exacting, a librarian rigorously scientific in a profession broadly humane."

In Dr. Garrison's extensive memoir it is the scientist rather than the librarian who receives the most careful and sympathetic treatment. Dr. Billings' early days of struggle for an education, the beginnings of his professional career as a physician and his stirring experiences as an army surgeon receive full attention. The author has wisely made the record autobiographic to a large degree by the use of admirably selected passages from Dr. Billings' official reports, personal notebooks and private letters which reveal the writer's personality and his prodigious capacity for work with a frankness which would be difficult for a third party to show without appearing biased or fulsome. Dr. Billings' post-bellum services to sanitary science in various medical and public health associations, and in the planning of hospitals which are still serviceable decades after their erection, and his work as a medical bibliographer in the inception of the "Index catalogue of the Surgeon-General's Library" and the "Index Medicus" are fully treated.

That portion of the book which deals with his work as director of the New York Public Library will, in some respects, prove less satisfactory to many librarians. Though marked by scrupulous care in statement and by conscientious compilation, the single chapter devoted to this phase of Dr. Billings' work gives only a very sketchy idea of the really great work accomplished by the first director of the largest library system of the world. Even the excerpts from his letters which are quoted in the chapter, though interesting, deal only occasionally with the library. Perhaps

this emphasis is correct, for not only does Dr. Garrison show at times a lack of familiarity with library organizations, but the book as a whole seems to show that Dr. Billings was primarily a physician and only secondarily a librarian, though a most eminent one. It is significant, too, that among the memorial tributes quoted later practically all are from scientists (mostly physicians) and practically none from librarians.

It is difficult to preserve an accurate balance in the biography of any man prominent in more than one line, and Dr. Garrison has been more than usually successful in writing a readable memoir which is frankly the work of a friend, but which, at the same time, is no mere eulogy. He has drawn a striking picture of a successful man of great ability, and in doing so has shown many reasons for his success. The insistence on broad general preparation previous to specialization which appears in so many quotations from Dr. Billings explains in large part his success in so many lines which were apparently only remotely related; the conscientious attention to detail, as well as to broad fundamental principles, explains his efficiency as an administrator. Even minor phases of his personality, such as his impatience with too-evident complacency, are indicated, as in his letter written while in attendance at the Montreal conference of the A. L. A. in 1900, in which he says: "There are about 400 librarians here, and probably never were so many people together so thoroughly satisfied with their own knowledge." As a whole, the book shows a strong man with a strong man's tendencies toward "imperious temper," impatience with pretense and a sense of aloofness in his relations with the greater portion of the people his work obliged him to meet; it also shows a strong man's persistence, altruism and optimism and a deep attachment to the friends who have proved really worthy. In short, the general impression which Dr. Garrison has evidently intended to create and which, in fact, he does create, is that which he quotes from Dr. Billings' friend, J. V. W. MacAlister, librarian of the Royal Society of Medicine: "Take him for all in all, Billings was a *man*, and *we* are not likely to look upon his like again."

Typographically, as well as in subject matter, the book is pleasing. An extended bibliography of Dr. Billings' writings, compiled by Miss Adelaide Hasse; a genealogical chapter, compiled by the late Mrs. John S. Billings; and a copy of the official military record of Dr. Billings are appended.

FRANK K. WALTER.

HITCHLER, THERESA. *Cataloging for small libraries*. Rev. ed. A. L. A. Pub. Board. 316 p. \$1.25.

Miss Theresa Hitchler's new edition of "Cataloging for small libraries" is a life-belt thrown to many needy catalogers, compared with which her first edition was but a frail pair of water-wings. For she has found, as her preface implies, that one can drown as expeditiously in a small pond as in mid-ocean, as it is depth, not size, that submerges. In other words, the problems of cataloging a library have no inherent connection with its size, or, as she puts it, "The small library does not by any means presuppose a collection of simple books, as is too often taken for granted."

This working manual of cataloging shows the author's broad-minded grasp of her subject, the result of long practical experience and of a militant spirit that refuses to follow blindly in beaten paths.

The spirit of the militant shows out in the arrangement of the book as well as in the matter. Instead of a neat and tidy stream of text, followed by a segregated mass of illustrative matter, the sample cards and other illustrative matter are scattered through the text in the places where they belong and save the reader the annoyance of turning back and forth directed by textual finger-posts, such as "See sample card no. 702 in the appendix."

The illustrations are not only conveniently placed, but are very generous in number, covering not only the general principles, but also the various applications, thus guiding the timid or the doubtful over many a pitfall.

In fact, the amplification of the entire work leaves only a family resemblance between the little 84-page pamphlet which was the first edition and this 316-page book.

In places, the volume is much more than an amplification, notably in the part treating the subject card. Here two chapters are devoted to the subject and comprise not only the description of subject carding, but also an exposition on subject indexing and index cross-references, with a list of 150 books with call numbers, subjects and cross-references assigned.

The book closes with a very full bibliography for the cataloger and a list of definitions of bibliographical and typographical terms.

EDITH P. BUCKNAM.

LIBRARIES IN THE NETHERLANDS. The libraries of the Netherlands, which contributed but little to the Leipzig Exposition last summer, have now published a book which will prove of value to all students of library af-

fairs. Its title, translated, reads "Libraries in the Netherlands: A summary in eight chapters."

The first chapter, written by A. Hulshof, deals with medieval libraries in Holland. Chapter 2, by C. P. Burger jr., has for subject the libraries of the Universities of Utrecht, Leiden, Groningen, Amsterdam, and the School for Technology in Delft. Chapter 3, by C. H. Ebbinghe Wubben, treats of the Royal Library in The Hague.

Chapter 4, by J. D. Rutgers van der Loeff, is a most interesting description of an interesting subject, the popular libraries founded by the Society for Public Welfare. This society was founded in 1784, and opened its first library in 1791. It now supports 400 permanent and 100 traveling libraries.

Chapter 5, by J. D. Van Dohkum, has for subject the association, institutional and other special libraries. In chapter 6, H. G. Greve tells us of the public libraries and reading rooms. Catholic free reading rooms are described by S. J. Robitsch in chapter 7, and in chapter 8, G. A. Evers writes of the state, provincial, and municipal libraries, a group in which are included many valuable scientific collections.

Librarians

BIRCHOLDT, Harriet N., N. Y. State Library Schools, 1914-15, began her work as librarian of the Extension Division of Indiana University early in August.

BISHOP, William W., who has been superintendent of the reading room in the Library of Congress for a number of years, on Sept. 1 assumes the duties of librarian at the University of Michigan at Ann Arbor.

BRIGGS, Walter B., now librarian of Trinity College, has accepted the position of assistant librarian at the new Widener Memorial Library at Harvard, where he will be in charge of the reference and circulating departments. He will take up his duties in September. Mr. Briggs went to Trinity as college librarian in 1909. From 1896 until 1904 he was superintendent of the reading room at Harvard College Library and in 1904 went to the Brooklyn Public Library as reference librarian. He left that place in 1909 to become librarian at Trinity.

CHENEY, Esther V., of Montpelier, Vt., has become a member of the staff of the Levi Heywood Memorial Library of Gardner, Mass. Miss Cheney will be second assistant at the main library, and will be in charge at the

West branch afternoons and two evenings a week.

DICKINSON, Asa Don, for the last three years on the editorial staff of Doubleday, Page & Co., has been granted a year's leave of absence to go to India and take up work as librarian of the University of the Punjab in Lahore. During the year Mr. Dickinson will start the work of organizing the University and affiliated college libraries, and instruct the native librarians throughout the Punjab so as to enable them to carry on the work. Mr. Dickinson was graduated from the New York State Library School at Albany in 1904, and has had library experience in the public libraries of Brooklyn and Leavenworth, and in the Union College and Washington State College libraries.

DIMMITT, LeNoir, Illinois 1914-15, has been appointed assistant in the University of Texas Library, Austin.

DUNLAY, Fanny, B.L.S., Illinois 1915, has been appointed head cataloger in the Kansas State Agricultural Library, Manhattan.

EVANS, Helen, assistant librarian in the Riverside (Cal.) Public Library, has accepted a position as assistant librarian in the State Normal School at San José.

FERGUSON, Mrs. John A. (Susan Becker), Drexel 1903, died July 24 at State College, Pa.

HENRY, Eugenia M., B.L.S., N. Y. State Library School, 1906, has resigned the librarianship of the Public Library of Attleboro, Mass., which she has held since August, 1907, to become assistant librarian at Wesleyan University Library.

HILL, Fanny W., B.L.S., Illinois 1915, has during the summer reorganized the Carnegie Public Library at Robinson, Illinois.

LITTLE, Dr. George T., librarian of Bowdoin College, died Aug. 6 at his home in Brunswick, Me., after several months of failing health. With characteristic fidelity, he was engaged at his college work till within a week of his death. Dr. Little was born in Auburn, Me., May 14, 1857, and graduated from Bowdoin College in the class of 1877 as valedictorian. In 1894 he received the Doctorate of Letters from his Alma Mater. After travel and study in Europe, he began his career as teacher at Thayer Academy, Braintree, Mass., in 1878. He was professor of Latin in Bowdoin 1883-85, curator of the art collection 1887-1892, but his chief activity has been that of librarian of the college for the last thirty-two years. No graduate of

Bowdoin College had so wide and intimate acquaintance as he with the alumni. In execution of the purposes of the late Gen. Thomas H. Hubbard of New York City (Bowdoin, 1857), Dr. Little visited the principal libraries and collaborated with the architect, Mr. Henry Vaughan, in the plans and construction of Hubbard Hall, the library building of Bowdoin College, completed in 1903. He was vice-president of the Maine Historical Society, and as editor and author, he published "Descendants of George Little," who came to Newbury, Mass., in 1640; a "Historical sketch of Bowdoin College," and the "General catalogue and obituary record" of the college. He was a member of the American Library Association, of the Delta Kappa Epsilon and Phi Beta Kappa fraternities, of the American Alpine Club, and of the Appalachian Club. An enthusiastic mountaineer, he had made the ascent of Mt. Sinai, and of many peaks in the Selkirks, one of which was named in his honor by the Canadian government. Sprung from the hardiest New England stock, Dr. Little gave his whole-hearted and untiring support to the Congregational Church of which he was a member, and had been clerk of the First Parish Church, the College Church on the hill, for many years.

LIVINGSTON, Mrs. Luther, widow of the man who was to have been librarian of the Widener collection at Harvard, has been appointed assistant librarian by Mrs. Widener, to aid Mr. George P. Winship, the librarian. Mr. Livingston was a warm personal friend of Harry Widener, as the memorial of the former written by Mr. Winship records, and his wife had always been the associate of his scholarly labors.

MOON, Edith Collins, Training School for Children's Librarians of the Carnegie Library of Pittsburgh 1913, has been appointed chief of the circulation department of the Free Public Library of Trenton, N. J.

OAKS, Catharine S., B.L.S., Illinois 1912, has resigned her position in the Miami University Library to become cataloger in the Ohio Wesleyan University Library, Delaware.

PENROSE, Alma M., B.L.S., Illinois 1915, has been appointed librarian of the West High School, Minneapolis.

SPAFFORD, Martha E., N. Y. State Library School, 1902-03, began work last June as cataloger in the University of Oregon Library at Eugene.

THE LIBRARY WORLD

New England

MASSACHUSETTS

Boston. The library of the American Congregational Association, of which the Rev. William H. Cobb is librarian, contains at the present time 63,078 books and 59,052 pamphlets, besides 72,906 unbound numbers of periodicals. There were added last year 874 books, 667 pamphlets, and 3098 periodicals. In the early days the library depended wholly on donations for its books, but in recent years, with appropriation of a fixed annual sum for books, it has been possible to strengthen the library along the lines of its special interest, and the literature of Congregationalism is becoming increasingly complete.

Cambridge. The headquarters of the Harvard University Library are now housed in the new Harry Elkins Widener Memorial Library. The executive offices, the cataloging and delivery departments were moved into the new building early in August. It is estimated that about 250,000 of the university's books have already been transferred and many of the pamphlets have been stacked in the new building. The theatrical memorabilia which Robert Gould Shaw has spent years in collecting, have been presented to the library. The collection includes 100,000 prints, an equal number of photographs, 250,000 playbills and 10,000 autograph letters. Mr. Shaw was graduated from Harvard in 1869, and has collected in England, France and Germany every year since.

Malden. An addition is to be built on the Public Library, providing for a separate children's department and a large addition to the picture gallery. Plans have been drawn and contracts let for its construction, and it is hoped to have the work finished by the first of November. The extension will cost about \$22,000, to be paid from a fund started a number of years ago by the Hon. Elisha F. Converse to provide for this very need. The extension will be two stories high, constructed of brick and red sandstone. The approximate size of the main structure will be 40 x 40 feet, octagonal in shape, and it will join the present stack room, the present reading room, and the present art gallery. Between this addition and the stack room, and the reading room there will be a connecting structure about 41 feet long by 15 feet wide, which will contain on the ground floor a room for children's

work, opening into the main room of the children's library, and on the upper or main floor a room for cataloging and clerical work, opening into the present stack room, and also into the nave of the main library room by an entrance just back of the main desk.

New Bedford P. L. George H. Tripp, lbn. (Rpt.—1914.) Accessions 7450 books, 3153 pamphlets, photographs 515, postcards 1520; discards 2677; total number of volumes, about 150,000. New registration 4676. Circulation 402,455 books, 85,817 pictures. Total expenditures, \$44,373.88, including \$26,640.91 for salaries and wages, \$7367.56 for books, \$1990.80 for periodicals, \$2456.02 for binding, and \$338.95 for pictures.

Oxford. Mrs. Charles A. Fuller, librarian of the Oxford Public Library, is planning an arts and crafts exhibition in the library early in October. Many people of Oxford are skilled in painting and drawing, in hammered brass, burnt wood and leather work, needlework, and other art and craft work, and Mrs. Fuller intends to invite all to bring in exhibits of their work and contest for prizes in the different lines of work. It is intended to have drawings from the grammar and high school grades in the exhibit, as an extra attraction, some samples of the school work having received considerable praise by members of the state board of education recently.

RHODE ISLAND

Pawtucket. Deborah Cook Sayles P. L. Harold T. Dougherty, lbn. (Rpt.—1914.) Accessions 4042; total 36,828. Total registration 9233, 16.2% of population. Circulation 171,299. The average circulation per cardholder is 18 volumes; per citizen, 3 volumes. Tax income per capita \$309, expenses, \$329. Total receipts \$18,797; expenditures \$18,731.46, including \$9811.34 for salaries, \$3839.07 for books, \$832.90 for binding, \$493.35 for papers and magazines.

CONNECTICUT

Hartford. The adult department of the Public Library was closed the first two weeks of August, while new metal shelving was installed.

Seymour. The work on the new library is progressing satisfactorily, and it is expected that it will be ready for use by the latter part of November, at least, when some fitting cele-

bration of the opening of the new library building will be arranged. The library is one of the few notable benefactions that the town has ever received. The building and the grounds upon which they stand are the gift of Edmund Day and his brother, the late Henry P. Day, while the endowment, which will yield about \$2,500 per annum, was a bequest to the town by the late Charles Bennett Wooster of New Haven.

Middle Atlantic

NEW YORK

Albany. E. J. Tompkins has given to the State Library a collection of photographs of old buildings in Albany. There are 62 framed and 15 unframed photographs, lithographs and prints of places familiar in the past yet strange to the citizen of today. The pictures are to be placed on exhibition in the rotunda of the education building, and further contributions are solicited from citizens who may own rare prints of houses which have not only local but national interest.

Chatham. The North Chatham Free Library was opened to the public July 31. The interest and generosity of Miss Bessie Peck of that village made the library possible and the community is deeply grateful to her. She gave the building and a site in the orchard adjoining her home. The interior of the building, which was formerly the North Chatham post-office, has been attractively fitted. The nucleus of the library is the collection of books which belonged to the Chautauqua club, which was a thriving organization in North Chatham several years ago. To this have been added one hundred volumes from the state traveling library at Albany and friends of the institution have donated copies of standard books, so that the volumes number about three hundred.

Lima. The Lima Public Library, which has occupied rooms in the Keating block for the past three years, was moved on August 1 to more commodious quarters in the Stanley block in East Main Street, where it will occupy a suite of rooms on the second floor. The new quarters will provide the public reading-room which has been long in demand. The library was organized in October, 1911, by the Lima Chapter of the Daughters of the American Revolution as a private venture with 11 volumes. Many predicted its failure but its growth has been continuous until about 1500 volumes are now on its shelves.

New York City. The New York Law Institute has decided to move its law library into the new Equitable building. Heretofore, the rather inaccessible location of this great library in the Post Office building has militated against a full enjoyment of its benefits, and it is expected that in its new quarters it will be so conveniently situated, as to increase its use by members and licensees, and to enhance the attractions of membership to others.

New York City. An unusual record of the destruction of the *Lusitania* and the subsequent developments in the case has been prepared at the request of Mrs. Alfred G. Vanderbilt. The record consists of ten volumes of newspaper clippings concerning the sinking of the ship by a German submarine. Each volume contains 100 pages of clippings, and is an inch and a half thick. The books are bound in Russian levant and bear the inscription "S. S. *Lusitania*, May 7, 1915." It is reported that Mrs. Vanderbilt intends ultimately to present the volumes to the library of Yale University.

New York City. Phoenix Ingraham, as referee, has decided, in his report just filed in the Supreme Court, that the New York Public Library is entitled to \$100,000 out of the estate of James Hood Wright, who died in November, 1894. The case involved the construction of the Wright will, the history of the old Washington Heights Library, the power of the New York Public Library, (including the Astor, Lenox and Tilden foundation), to take the old library over bodily and all the benefits that went with the old institution. The decision is of importance particularly because it establishes the right of one institution, performing the functions of another that it takes over, to enjoy all the benefits and advantages that belong to the institution taken over.

NEW JERSEY

Leonia. The new Public Library was opened the latter part of July.

PENNSYLVANIA

Hazleton. Alterations to the basement of the Public Library are being rushed by the force of workmen. It is expected however, that the work will take until the Christmas season for completion.

Oil City P. L. Emily S. Glezen, lbn. (11th ann. rpt.—yr. ending Mar. 31, 1915.) Accessions 980. Circulation 66,779; reading room attendance 27,030; reference workers and questions 2193. New registration 952; total 7735. Story hour attendance totaled 3080, with

an average attendance of 123, not counting those children turned away for lack of room. A picture of the "Story-hour children" was taken in front of the library in March, and printed as a supplement to the *Oil City Derrick*. The State Commissioner says the story-hour attendance is the largest in the state for a city of its size.

Philadelphia. The *Philadelphia Record* of Aug. 17 announced that ground will be broken for the erection of a main building for the Free Library system at Nineteenth street and the Parkway on September 16 at 3 o'clock. This announcement of the day on which work is to be started after a delay of 17 years since the original \$1,000,000 was borrowed for the purpose, was made by Mayor Blankenburg after a meeting of the Board of Trustees of the Free Library. Architect Horace Trumbauer, who presented plans for a library building in 1911, which called for an expenditure of \$3,000,000, was present at the meeting and read his report on the cost, material and method of construction as proposed. He was instructed to prepare the final drawings and building specifications. These will deal largely with the foundations and walls, the trustees having decided to start with the foundations for the entire structure, rather than utilize the money available for the erection of one wing. There is \$825,000, including \$40,000 voted by the people in the recent loan, for the work. The \$785,000 was left from the original loan of \$1,000,000 after paying for the site.

Scranton P. L. Henry J. Carr, lbn. (Rpt.—1914.) Accessions 3802, withdrawals 1031, total 75,324. Circulation 131,822. New registration 2901, re-registration 2389; total 11,340. Receipts \$24,642.88; expenditures \$22,367.86, including \$3127.56 for books, \$324.70 for periodicals, \$1367.73 for binding 2934 volumes, and \$10,375 for salaries and wages.

Williamsport. James V. Brown L. O. R. Howard Thomson, lbn. (8th ann. rpt.—yr. ending Je. 30, 1915.) Accessions 2073, discards 800, total on hand 25,448. New registration 2173; total 6519. Circulation 115,169; reading and reference use 20,344. Receipts \$9897.64; expenditures \$9758.85, including \$1659.43 for books, \$270.57 for periodicals, \$634.02 for binding, and \$4616.46 for salaries for library service.

DELAWARE

Wilmington. By the will of Ashton R. Tatum the trustees of Delaware College receive his valuable library on horses for the ag-

ricultural department and will also receive the proceeds of the sale of 20 fine horses owned by him to found a fund to provide lectures to agricultural students on the horse.

MARYLAND

Baltimore. Plans have been prepared for the new branch of the Enoch Pratt Free Library which is to be erected on Wolfe and Twentieth street, at a cost of \$20,000. The building will be of ornamental brick construction, with terra-cotta trimmings.

DISTRICT OF COLUMBIA

Washington. An examination for positions in the library of the U. S. Department of Agriculture will be held by the U. S. Civil Service Commission on October 13-14, 1915. The title of the examination is "Scientific Assistant in Library Science, Department of Agriculture." The examination consists of questions on library economy, including cataloging, classification, book ordering, loan systems, reference work, and bibliography, especially the bibliographies of the sciences that pertain to agriculture. The usual entrance salary ranges from \$840 to \$1000 a year.

The South

KENTUCKY

Maysville. The late Thomas A. Davis left to the Maysville Public High School his private library, valued at more than \$5000, and \$2000 in cash to maintain the same.

TENNESSEE

Nashville. The employees' library of the Nashville, Chattanooga & St. Louis railway has been moved from the old Whitworth building to the new building recently erected by the road on Tenth avenue. The new quarters have been handsomely fitted up, and Librarian Thomas Gibson reports nearly ten thousand volumes now available for the employees. In addition to the books called for by the employees residing in Nashville, the library maintains a circulation system by which books are sent to nearly every station on the system.

Central West

MICHIGAN

Colon. Mr. Culver, a resident of Colon township, gave \$15,000 for a township library to be called the Colon Township Library. The township board, consisting of supervisor, clerk and two justices of the peace, was designated by Mr. Culver to carry out his plans.

A good corner lot well located was bought for \$3000 by the township and a very attractive library building planned after the style of a library in Indiana. It has an auditorium, rest-room, and a room in the basement which can be used as a boys' gymnasium. The donor requested that the auditorium be used for free entertainments. The building was ready about the first of June. The library consists of about 2500 volumes, mostly fiction.

INDIANA

Darlington. The first brick was laid on the foundation of the new Carnegie library July 19.

ILLINOIS

Galva. The annual report of the public library shows a total circulation of 18,322, which is a gain of 3000 over that of last year. The library is a township library and has sent collections of books to all the rural schools in the district.

McLean. Mr. Hope Public Library was reopened July 31. Although the building was destroyed in the recent fire, all the books were saved and the board of directors has secured pleasant quarters in the rear of the Dorr Ham-mitt shop.

Neponset. The Neponset Public Library has recently received a little legacy of \$100. The town has also appropriated \$75 for the present year in order to obtain free privileges of the library for the children in the rural communities.

Wyoming. The Public Library recently completed here is a brick structure, with one story and basement. It was built from sketch plans sent by the Carnegie Corporation of New York, like those printed in the April issue of the JOURNAL. The only variation was a slight shortening of the building, thereby leaving out the janitor's room in the basement and putting the heating plant in one room. The total cost of the site and its preparation for building was \$1662.50; the building itself cost \$6075; and furniture and fixtures \$399.30. The building is considered a model for a small library, and is satisfactory in every detail.

The Northwest

WISCONSIN

Beloit. Work has been commenced upon the \$10,000 improvement to the college library. Steel bookstacks are included in the added equipment.

MINNESOTA

Minneapolis. Service of the Minneapolis Public Library will be extended to all residents of Hennepin county within a month or six weeks as a result of a resolution passed at the August meeting of the library board. This move was the result of two years' work by the members of the board and residents of the rural districts. County commissioners appropriated \$1000 last year for the purpose. It was not until August the plan again was brought to the attention of the library board. The resolution was passed unanimously. No definite plan for the distribution of books has been outlined, but the parcel post undoubtedly will be used extensively by rural patrons. It is hoped that arrangements for establishing the service will be completed about Sept. 1.

Mountain Iron. The new library just completed here, containing 2000 books including some in Finnish and Italian, and receiving thirty-five magazines and twenty-five newspapers, was dedicated July 16. The principal address was by Former Senator James P. Boyle of Eveleth.

IOWA

In the period between March 2 and July 12, eight Iowa towns voted to establish libraries and all but two of them are in counties where no other public library exists. This is the largest number of new libraries to be established in any one year in the history of the library movement of Iowa. The new libraries voted are in the following towns: Bedford, Taylor county; Decorah, Winneshiek county; Waukon, Allamakee county; Greenfield, Adair county; Logan, Harrison county; Malvern, Mills county; Mt. Ayr, Ringgold county, and Hamburg, Fremont county. Garner in Hancock county is just completing a new library building which cost \$6500, and Traer, in Tama county is building a \$10,000 library. Bedford is to have a \$10,000 building, and several of the other towns are planning on buildings to cost from \$8000 to \$10,000. Taxes for the support of these libraries have been voted in these towns of from two to five mills, the majority of them voting a two to three mill tax. Iowa now has 125 public libraries, eighty-eight of which have Carnegie buildings. The average library has from 1500 to 3000 volumes. There are nine libraries in towns of less than 800 population and four in towns of less than 300 people.

Cedar Rapids P. L. E. Joanna Hagey, lbn. (Rpt.—1914.) Accessions 4628, withdrawals 2000, total 32,311. Circulation 187,673. New registration 3478; total 10,900. Receipts \$17,-

299.25; expenditures \$15,686.15, including \$4151.38 for books, \$337 for periodicals, \$625.25 for binding, and \$6617.07 for staff salaries.

COLORADO

Denver P. L. Chalmers Hadley, lbn. (Rpt.—1914.) Accessions (net gain), 11,387; total 167,630. Home circulation 647,711 (an increase of 45,963 over 1913); total use 1,022,127. New registration 17,484; total 90,249. Receipts \$68,128.25; expenditures \$66,762.74, including \$12,614.69 for books, \$1989.14 for periodicals, \$2360.35 for binding, and \$28,194.13 for salaries.

The South West

MISSOURI

St. Louis P. L. Arthur E. Bostwick, lbn. (Rpt.—yr. ending Apr. 30, 1915.) The library now contains 414,623 volumes, including 24,734 unaccessioned books, mostly duplicates. Of these 310,826 are in the Central Building. Its active registered users number 100,717, a gain of 5,366. It has circulated for home use during the year covered by this report 1,690,037 volumes, an increase of 154,867 over last year. Of these 854,140 were distributed through branches, 190,408 through delivery stations and 246,881 by means of traveling libraries. Children borrowed 813,267 volumes. In addition 361,330 volumes of supplementary reading, usually in sets of thirty, were issued to schools. These have been counted as one "library use" each. Volumes read in the central and branch library buildings numbered 800,731 so far as they could be counted. The additions for the year, 43,474, were 9892 more than last year. Of these, 20,493 volumes were replacements. Of the total, 234 volumes were added to the collection of ephemera, with no accession numbers. Of books accessioned, 38 were for the blind, and 2689 were in foreign languages. In the fifteen rooms available for meetings there were held during the past year 3817 gatherings of all kinds, an increase of 535 over last year. The staff, including members of the training class, now numbers 248 persons (95 men and 153 women). Total receipts for the year were \$420,539.10. Maintenance cost \$241,605.85, of which \$40,014.45 was spent for books, \$3472.70 for periodicals, \$16,948.22 for binding, and \$115,385.68 for salaries for library service. The report has a frontispiece in color showing paintings and textiles in the art room, and is attractively decorated throughout with chapter headings and tail pieces, and textual illustrations from pen and pencil sketches made in the library by students in the St. Louis School of Fine Arts, Washington University.

TEXAS

Dallas. The officers of the Southern Methodist University have requested the board of directors of the Dallas Public Library to establish a branch of the institution at the university for the use of the students.

Dallas. A historical library of the Methodist Church has been given to the Southern Methodist University by the Methodist Publishing House, within the limits of the laws of the church governing gifts by the publishing house. The library contains about 2000 volumes and will be moved to the university soon. Biographies, histories and bound volumes of a number of church periodicals are included in the list, which has been collected through years of work by different members of the publishing house force.

Sherman. Sherman's new library building, a gift from Andrew Carnegie, was opened to the public July 13, with a reception at which Sherman people were given an opportunity to go through the building. A reception committee composed of ladies of the Civic League, and representatives from the various clubs, gave the people a cordial welcome.

Pacific Coast

WASHINGTON

Tacoma. On July 28th, Governor Ernest Lister appointed the following persons as members of the State Library Advisory Board of Washington: Mrs. Sarah McMillan Patton, Hoquiam, Washington, recommended by the State Historical Society; Mrs. O. K. Williamson of Prosser, recommended by the Federation of Women's Clubs of the state; Mrs. Henry McCleary of McCleary; and Mr. John B. Kaiser of Tacoma, Washington. The fifth member under the law is the Superintendent of Public Instruction, Mrs. Josephine C. Preston. This advisory board shall give advice and counsel to the State Library Commission, which consists of the governor, attorney-general and judges of the supreme court, and to the state librarian and state traveling librarian. Each member shall hold office for four years. There has been no advisory board appointed since 1913, as the legislation proposed at the last legislature looked toward the doing away with this advisory board and the creation of a state library commission which should be composed of persons not otherwise engaged as state officials. The proposed legislation failed, however, and the advisory board just appointed operates under the former law.

CALIFORNIA

Los Angeles. The county's one hundredth branch library has been established at Ramona Acres. Since the county library's first branch was established, in April, 1913, there has been a great and growing demand from all corners of the county for branch reading-rooms and book stations. There are approximately 60,000 books in circulation. The county library had a total of 65,477 volumes in good condition on July 1. During the fiscal year which closed June 30 the library had a circulation of 359,597 volumes.

San Diego. The annual report of Miss Jennie Herrmann as county librarian shows the establishment of seventeen new branch libraries in various portions of the county in the past year. The latest branch to be established is that at Escondido where by a combination with the municipal Carnegie library the public is given the use of 3000 books. During the past year 86,930 books were loaned at the forty branch libraries in the county. There was an increase of 2727 in the number of borrowers of books and 13,770 books were shipped from the main library at San Diego to the various branches throughout the county.

Vacaville. The new library building was opened Saturday, July 17. The old library was closed for three days while the books were being moved.

Woodland. The extension to the Woodland Library for county library purposes, dedicated June 23, is the gift of Mr. Carnegie in addition to his earlier one of a building for the city library. It is modern in its plan and equipment, and is especially adapted to the needs of county library work. The main floor is occupied by a double tier of stacks, an office and a work room with lift from the shipping room below. In the basement are shelved the books used in class room collections. Here also is a fumigator where all books returning from any branch or station are fumigated. The building, though now sufficiently heated by California sunshine, is equipped with gas radiators.

UTAH

Ogden P. L. Grace W. Harris, lbn. (Rpt.—yr. ending May 31, 1915.) Accessions 1361; total 10,644. New registration 2379; total 9057. Circulation 70,753, a gain of 10,313. Receipts \$6536.38; expenditures \$5653.06, including \$3186 for salaries, \$269.30 for periodicals, \$1227.77 for books, and \$318 for binding.

Canada

BRITISH COLUMBIA

Vancouver. In readiness for the first classes of the new University of British Columbia there has been assembled in the temporary library a collection numbering some 20,000 volumes of such books as the university will require. The library was bought in England and France from many booksellers through a central agent. Purchases were made by J. P. Gerould, librarian of the State University of Minnesota. The library is being classified on the system in use in the Congressional Library at Washington.

SASKATCHEWAN

Moose Jaw P. L. A. H. Gibbard, lbn. (2d ann. rpt.—1914.) Accessions 1538; total number of volumes 8860. New registration 1892; total 5145. Circulation 99,248. Receipts \$13,689.40; expenses \$13,631.30, including \$4561.02 for salaries and other administrative expenses, \$1155.48 for books, and \$339.09 for magazines and papers.

Foreign

GREAT BRITAIN

Mr. William Henry Kearley Wright, borough librarian of Plymouth since 1876, died April 27 of this year. Mr. Wright read a paper "On the best means of promoting the free library movement in small towns and villages" at the first conference of librarians in London in 1877. He took a prominent part in many subsequent meetings of the Library Association, was an active member of the Council, and was several times vice-president. He was a pioneer in the movement for connecting public libraries and elementary schools, and for making collections of local literature in libraries.

Aberdeen. A collection of lantern slides of local subjects, known as "Vanishing Aberdeen," has been given to the Public Library. The collection numbers between 500 and 600 slides, and as soon as they have been classified and cataloged the slides will be available for borrowing for lecture purposes.

Battersea P. L. Lawrence Inkster, lbn. (Rpt.—yr. ending Mar. 31, 1915.) Accessions 2250; total 64,152. Total registration 12,508. Circulation 418,043, a decrease of 20,895 from last year's record, due to the disturbance resulting from the war.

Rochdale P. Ls. R. J. Gordon, lbn. (44th ann. rpt.—yr. ending Mar. 31, 1915.) Accessions 1188; total 64,970, exclusive of Patent specifications and Parliamentary Papers. Cir-

ulation 204,544, an increase of 12,215. New registration 2029; total 12,145.

HOLLAND

Under the name of "Leuvenisch Boekenfonds" a standing committee has been established in the Netherlands to secure means to the trustees of the library of Louvain for the re-erection of this institution. Professor R. Fruin, president of the committee, has invited all libraries and learned societies to forward for this purpose in due time all duplicates in their collections. It is the intention of the committee to compile first a catalog of such gifts and present the books as soon as the authorities at Louvain are ready to receive the same. Among the various institutions in the Netherlands the library of the University of Amsterdam was the first to act. The trustees of this library have proposed to the city government to authorize them to place all duplicate copies that could be spared at the disposal of the "Louvain Book Fund." The board of aldermen has accepted this proposal.

Leyden. The library of the University of Leyden has sustained a loss of approximately 1000 florins by the destruction of the library of Louvain. By virtue of the interloan system between the European libraries, there were at Louvain during the month of August, 1914, four manuscripts and four printed books belonging to the University Library.

NORWAY

Arendal. The Communal Library of Arendal moved into its new quarters, in the center of the town, early in the year. The report for the first half of 1915 shows a steady increase in circulation, from 912 volumes borrowed in December to 1595 in March. There were 503 regular borrowers in March, and of the books taken out, 33.1-3% were non-fiction. The City Council has placed the income on 40,000 crowns at the disposal of the library.

Drammen. The Chamber of Commerce in Drammen has donated its collection of 5000 volumes to the Public Library projected for that city.

Levanger. The Public Library reports a circulation of 150 volumes on each library day—a very good showing for so small a town. The library owns 2530 books, of which 1630 are works of fiction. This last year the library received a donation of 1000 crowns for the purchase of scientific literature.

Tønsberg. The latest report of the Tønsberg Public Library calls attention to the fact that the library is just five years old. Be-

ginning with a stock of 1630 books, of which 790 were fiction, the library now owns 3716 non-fiction, 2016 fiction and 40 English books. The circulation for 1915 was 17,384, of which 73% was fiction. There were 2500 registered borrowers, of whom about 1700 were active readers. The yearly budget has increased from 2200 crowns in 1910 to 2600 crowns in 1914. The library is now open five days a week, for two hours a day. Two days a week are given over to the children.

SWEDEN

The *Nordisk Tidskrift för Bok- och Biblioteksväsen* (Northern Magazine for Book and Library News) opens its second year of existence with a double number. Among the important articles is a description by J. A. Bergstedt of the new home for the Library of the Royal Academy of Science in Stockholm. The library contains 115,000 volumes and 2500 manuscripts, besides 125,000 pamphlets and 5000 maps, descriptive cards, etc. An appropriation of 800,000 crowns was made for the building, which contains two reading rooms, one for the general public, the other for the exclusive use of Academy students. The stack system invented by J. Isaaksohn and Co., exhibited in the Swedish department of the Leipzig Exposition, has been installed in the new library.

DENMARK

Bogsamlingsbladet reports 62 children's libraries in Copenhagen alone, as against 336 for the 1154 districts of the rest of the country. Of the 1127 schools in these districts, only 637 have made any attempt at a book collection suitable for children.

Copenhagen. The State Library Committee arranged a special library course to be held in Copenhagen from Aug. 2 until Aug. 14. Four hours daily instruction were to be given. Pecuniary assistance was offered small provincial libraries wishing to send their librarians to the course.

Holbæk. The Public Library for the Holbæk district reports a circulation of 53,842 volumes for 1914-15. There were 672 cards issued. Of the books borrowed, 19,218 were non-fiction. The reading room was utilized by 16,253 persons. Accessions for the period covered by the report were 317 volumes. 267 volumes were bound, 875 re-bound and 374 repaired. 865 packages were sent to other libraries, 47 in traveling libraries. On April 1, a new arrangement was made by which all new non-fiction books, and the most important of the new works of fiction are shown in the reading room for a week before being put into circulation.

Svendborg. The Public Library of Svendborg (Henrik Jensen, librarian) reports accessions for the past year of 385 volumes of fiction, and 171 non-fiction. The circulation for 1914 was 12,018 volumes, of which 9615 were fiction. The appropriations for the year were 1800 crowns, and the income from various other sources 284 crowns. Expenses for new books, 1235 crowns, for binding 565 crowns, and for printing a catalog, 110 crowns.

GERMANY

Kiel. The Royal University Library reports accessions for 1914 of 5188 volumes, of which 2622 were acquired by purchase. This brings the total list of the library up to 322,962 bound volumes, apart from the number of pamphlets, maps, leaflets, etc., on the shelves. The income from appropriations, fees, etc., was 59,682 marks; 8902 marks were spent for new books, 9189 marks for binding. The circulation for 1914 (greatly diminished because of the war) was 15,794 volumes taken out, 7322 consulted in reading room, and 1464 volumes (in 370 packages) sent to other libraries and individual readers outside the city. Twenty-five volumes were sent to Berlin, and 1196 volumes received in return for the Royal University. Four employees, including one librarian, joined the army for active service.

Leipzig. The keystone of the beautiful new building of the Deutsche Bücherei (the Library of the Book Trade Association) was put in place April 30 with fitting ceremonies. Representatives of the book trades from all over Germany, as well as of the Saxon government and the city of Leipzig were present. The building will have room for 1,070,000 volumes, and the plans are so arranged that by adding more wings to it there can be accommodated 10,000,000 volumes. As now finished, the structure has four stories and a frontage of 120 meters.

AUSTRIA

Vienna. From the latest number of the *Oesterreichische Zeitschrift für Bibliothekswesen* (Austrian Library Journal) we learn that the Viennese University Library is the only Austrian library which issues yearly reports. According to its report for 1913, the University Library contains 856,462 volumes, with an accession of 25,306 for the two years noted in the report. The receipts of the library amounted to 123,271 crowns, while the running expenses exclusive of salaries came to 122,594. The payroll of the library, for a staff comprising one general director, 5 head librarians, 5 librarians of the first class, 12 of the second class, 18 assistants and thirty house force, amounted to 185,616 crowns for the

year. The library shows a circulation of 567,505 volumes for 1913, an increase of 31,863 over the preceding year. The library received a valuable gift in the legacy left it by Prof. Jacob Minor of the University, 3906 volumes of German history and literature.

SWITZERLAND

The Canton of Lucerne has purchased for its Canton Library the valuable collection of rare books left by the late state historian and keeper of the archives, Dr. Th. von Liebenau, of Lucerne. The collection is especially rich in documents relating to Swiss history, books of the nineteenth century, manuscripts dating from the sixteenth to the eighteenth centuries, liturgic volumes of the same periods, and many bibliographic rarities.

Basle. The public library of the University of Basle reports for 1914, accessions through purchase, gifts, etc., of 14,872 books, 4239 pamphlets, and 7 manuscripts. Total 330,094 volumes and 175,663 pamphlets. Recorded use in the reading-room was 29,773, books taken home 24,319, and sent to other towns 991. The Library Commission, in co-operation with the Board of Education, has decided to ask a fee of 3 francs per term for student readers using the public library. This new rule went into effect in the summer of 1914.

Lausanne. The report for 1914 of the Cantonal and University Library of Lausanne, shows accessions by purchase of 854 books, 127 pamphlets and one map. These purchases and the subscriptions for books and periodicals amounted during the year to a total sum of 21,955 francs. Total accessions for the year were 1442 books, 8305 pamphlets, and 61 maps. 400 volumes were lent for the use of vacation courses at the University; 423 packages, containing 649 books were sent to individual readers, and 35 packages of 54 volumes to other Swiss libraries. The library borrowed 50 volumes from 8 Swiss libraries and three volumes from 3 foreign libraries during the year. 51,052 persons frequented the library during 1914, 7365 in the circulation department, 43,687 in the reading-room. The month of February showed the largest record of use. M. Auguste Reymond, the newly appointed head librarian, took office Oct. 1. One librarian and two reading-room attendants have been called to serve in the French army.

RUSSIA

Warsaw. A dispatch to the New York *Herald* from Petrograd, reports that the magnificent library of the University of Warsaw could not be removed in time to prevent its falling into the hands of the Germans.

LIBRARY WORK

Notes of developments in all branches of library activity, particularly as shown in current library literature

Scope, Usefulness, Founding Library as an Educator

VOCATIONAL GUIDANCE

At Marinette, Wis., the experiment has been tried of having what are known as "opportunity talks" given at the public library for the benefit of boys who will soon be leaving school. These talks have dealt with the various industries of Marinette and were given by men connected with these industries. As a result, "the boys will have some idea of the industries of their city," says the librarian, "the opportunities they give, and the qualifications necessary to 'get a job.' The interest these prominent men have taken in the boys has not passed unobserved, nor has it been unappreciated. The average attendance has been over 70. The interest and attention have been splendid, the boys always being eager to know 'who is going to talk next Wednesday night.'"

"Aside from the help to the boys, the talks have been a great thing for the library. Some of the speakers had never been in the library before and had no idea what it meant to young people. It is a good thing for a library to have some of the important men of the city take a part in 'running it.'"

Library Development and Co-operation

BRANCHES IN BUSINESS HOUSES

Libraries in business. Pearl I. Field. *Wis. Lib. Bull.*, Je., 1915. p. 183-186.

In every city are many thousands who live too far from the library or have too little time to enjoy its privileges, and for them the libraries are establishing branches in business houses. Business men are coming to see that these libraries have a practical value for their employees, and in Chicago there are now 23 houses, employing at least 50,000 people, where these branches have been established.

The Chicago Public Library supplies the books for these stations and the firm provides adequate quarters and furniture, and employs the librarian, who is very carefully chosen. The libraries form an adjunct to the educational and efficiency departments, and if the house maintains a school for its errand boys or classes for its sales-people, the library is ready to serve as laboratory and clearing-house. Some of the houses issue good book bulletins; they have established house messen-

ger service, have provided files of periodicals, and in all cases give guarantee for the return of all books to the library.

PARCEL POST BOOK DELIVERY

The stations department of the St. Louis Public Library has been in charge of library distribution through the parcel post the past year. "This agency has not been used in as great a measure as was anticipated," says the librarian in his last report, "probably owing to the fact that to send and return a book by parcel post costs at least 12 cents, while free delivery can be had to one of the seventy public stations and six branch libraries, so located that the great majority of our users live within walking distance of some one of them. Another reason is probably that an advance deposit is required of the borrower to cover postage. The total number of persons now making such deposits is 83, of whom 28 reside in the city, 5 in its suburbs, 17 in towns in Missouri, 10 in Illinois, 1 in South Carolina, 1 in North Carolina, 1 in Arkansas, and 1 in Texas. During the vacation months many St. Louisans have their library books sent by parcel post to their summer homes in the northern states. Naturally, books sent by parcel post are usually on serious subjects—only 20 per cent fiction."

TRAVELING LIBRARIES IN DENMARK

Bogsamlingsbladet publishes in its June-July number the report of the State Library in Aarhus concerning its newly instituted traveling library system. The Aarhus library is the central library for all Denmark outside of the capital city of Copenhagen. The traveling libraries, made possible by an initial appropriation of 2000 crowns in 1913-14, were started on their wandering in October, 1914. The report covers the period from Oct. 1, 1914 to May 15, 1915.

One hundred and forty-seven libraries, containing in all 2929 volumes were sent to 94 public libraries; 51 of these took one traveling library each, 36 took 2 sets, 4 took 3 sets, and 3 took 4 sets. Thirty-five packages arranged according to the set form of the catalog "28 traveling libraries" were taken in their entirety; 95 others arranged according to demand, and 17 packages were made up from the State Catalog by special request. Works of history

and economics, geography and travel were in greatest demand.

Founding, Developing and Maintaining Interest

SIGNS

As a first step toward increasing the influence of the community libraries throughout California, a plan was indorsed unanimously by the State Library Association at its meeting in Berkeley last June, when the association announced its purpose to place signs over every public library in 26 counties of the state.

The signs will bear the simple words "Books for everybody." They will be hung out over every small, growing library in California. Eight hundred of them have been ordered already.

CIRCULAR LETTER PUBLICITY

Last spring this letter was sent out by Miss Underhill, the librarian in charge of the Utica Public Library, to manufacturers, superintendents and business and professional men throughout the city, calling their attention to the new industrial room at the library and inviting further suggestions regarding it.

Utica Public Library,
April 5, 1915.

On behalf of the board of trustees we wish to announce to you the opening of an industrial room in the Utica Public Library, and to invite you to visit this new department. We want you to see the room and its resources in order that we may ask your suggestions as to some of the problems of the work, and also that you may extend the invitation to your employees as their needs afford opportunity. This industrial room is the outgrowth of the special effort which was begun on Labor Day, September, 1914, to bring the Public Library more closely in touch with local business and industry.

We are having posters printed announcing the industrial room. Will it be possible for you to see that one or more of these are posted on the bulletin board of the factory or office in which you are interested, or in any public place where it will catch the eye of business and working men?

We would appreciate your courtesy in placing the Utica Public Library on your mailing list for house publications for our collection of trade catalogs.

The Public Library will be grateful for a visit from you, and will welcome your suggestions for new books, also your opinions as to the recent books, ordered on approval and awaiting the judgment of specialists.

Miss Mendenhall is in charge of this department, and we will both be glad to see you here. Very truly yours,

CAROLINE M. UNDERHILL, Librarian.

The posters referred to in the letter are very attractive and have been placed in local hotels, the Y. M. C. A. and in offices and factories throughout the city. About 15,000 persons, or 20 per cent. of the population of Utica, are employed in mills, factories and foundries. Adding to this number the em-

ployes of the electric light, gas, telephone and street railway companies, and of the department stores, and including individual plumbers, paperhangers, mechanics, etc., it is safe to assume that more than 75 per cent. of the taxpayers of Utica belong to the industrial class and will be directly helped by this new industrial room. Already there have been a number of occasions on which it has proved itself invaluable to its patrons. For example, one afternoon a mechanic came to the library very much worried. He stated that he had made a mistake in a structural job because of which he and the eight men whom he employed had been thrown out of employment. He knew he had made a mathematical mistake but what it was he could not fathom. After a while library books were found that exactly touched the problem, the man worked all night on it and by morning he had found a perfect solution for his problem. He went back and convinced the superintendent and took his eight men back on the job. That means pretty practical help.

CLUBS, WORK WITH

The Divoll branch of the St. Louis Public Library has begun a card list of clubs, active and disbanded. The cards give full information concerning the clubs, and contain a list of the members on the reverse side. This last was found necessary to prevent old clubs, whose members had been excluded from the Library for various reasons, from reorganizing under a new name. The cards are arranged under guides for each day of the week.

In April the St. Louis Public Library undertook the task of supplying civic organizations with speakers on designated topics. A list of persons who are willing to give their services in this way, similar to that heretofore prepared by the Civic League, will be printed twice a year in the *Bulletin*, and these persons will be notified by the library whenever it is informed that they are needed as speakers. In this connection the Civic League has turned over to the library its collection of lantern slides, more than 1000 in number, for use with talks on civic subjects.

YOUNG PEOPLE'S WEEK

A novel idea to popularize and advertise a library—Young People's Week—has been recently originated and successfully carried out by the Leominster (Mass.) Public Library. The Boys' Brigade of the Pilgrim Congregational Church, the Boy Scouts and Camp-Fire Girls of the Unitarian Church,

and the Knights of King Arthur of the Baptist Church took turns as hosts, exemplifying the character of the work they are undertaking, and the public were invited by a notice printed in the church calendars as well as in the papers. There were exhibitions pertaining to each organization and books relating to each. For several weeks the Leominster librarian gave informal talks to the pupils of the high school on the use of the library and a prize of \$3 and one of \$2 was offered by the trustees for the best essay on how to use the library. The essay was limited to 1200 words and the prizes were awarded at graduation.

Co-operation

CO-OPERATION WITH SCHOOL LIBRARIES

Combination of school and public libraries. Julia C. Stockett. *Wis. Lib. Bull.*, Jr., 1915. p. 187-188.

A discussion of the practice recently sprung up of combining school and public libraries in many of the smaller cities of Wisconsin. The plan has worked advantageously in most cases. The school books are usually regarded as a loan to the public library, which is able to give them better and more systematic care than was possible in the school.

It is found that greater accessibility leads to an increased use of the books combined with a marked saving in administrative expenses. Unnecessary duplication of titles is avoided, and the town's money is not spent on two lines for the same object. The "library habit" is much more likely to be formed if the child, school and library are associated.

The lines of division of the school collection vary with the town. Some schools keep all dictionaries, cyclopedias, etc.; others keep only books for high school reference; another gave its bound periodicals; and in Hartford the two libraries are combined in a specially designed room in the new high school building.

CO-OPERATION WITH SCHOOLS

The relation of the library to the teaching of English. W. Dawson Johnston. *Eng. Journal*, Jan., 1915. p. 21-27.

There seems to exist still, as one of the anomalies of modern culture, a feeling that every library is an end in itself, especially if its collection and circulation are large. Libraries are not related organically to either educational, industrial, or civic institutions, and it is important that they should secure the co-operation not only of other librarians, but especially of officers of other institutions and societies using books.

There should be more library committees in educational institutions to furnish the advice and assistance of experts to assist in book selection. Teachers of literature should be ready to select the best in current literature for the libraries and review it in the papers, if the present commercial control of our reading is to be abolished.

The school library problem has been increased by the introduction of modern methods of study requiring many copies of a given book for collateral reading, which in most cases has not been met with a suitable increase in appropriation. Next in importance to this question is that of examinations, with its crowds of eleventh-hour readers.

It is possible to do much to encourage supplementary reading at home, in literary societies, and in other ways. More credit in the future will probably be given for home reading. Home libraries should also be encouraged, as well as society libraries and book or magazine clubs. No books or magazines mean as much to a student as those he has purchased or assisted in purchasing and has discussed with his associates.

The organization of a school library should be as good as, if not better than, that of the public library. A school librarian has opportunity to bring the school into very close relation with the public library by borrowing necessary books and arranging for their use by classes and clubs, and also by procuring illustrated editions and pictures, lantern slides, phonograph records, etc., for class use. But most important of all are the duties as instructor, for on the training in the use of reference books received in the school library depends much of the pupil's interest and ability to use the public library in after life.

CO-OPERATION FROM A TEACHER

"Co-operation between the schools and libraries" has become almost a slogan for the Massachusetts Free Library Commission. In a village, four miles from a railroad, a retired school teacher found time from the absorbing care of her hens and chickens, to secure some books for the three district schools in the township. Each is separated by three miles of waste land and reached by a wood hauler's road. Twenty-five dollars from her scant savings purchased a radioticon and some postcards for its use. During the winter she gave three lectures in each school-house, made ice cream and cake and sold it, paid for the radioticon and bought a collection of books. The latter she rotated from school to school, enlisting the service of the grocery man. As "all the children have read these books" the

Free Public Library Commission has presented to the town library books for the specific use of the schools.

Government and Service

Staff

STAFF MEETINGS

The 1914-15 report of the St. Louis Public Library describes in some detail the interesting meetings held for the benefit of the staff. Two general meetings of the staff were held. The first on Tuesday evening, Nov. 24, took place on the upper floor of the Central Library. The special feature was an exhibit of methods and devices in use in the different departments of the library. This proved to be so interesting that it was continued in the pamphlet room for a week after the meeting. Entertainment took the form of an old-fashioned fair, with acrobatic performances, fortune-telling, a costume exhibit, a "zoo," and refreshment booths.

The second meeting, on March 24, was devoted to a lantern exhibition of some of the slides recently acquired by the library. Those chosen were reproductions of the work of American illustrators. The display was accompanied with comment by various members of the staff. This was followed by several reels of moving pictures, with an informal talk by the librarian on the development of the photoplay, and refreshments were then served.

The usual weekly meetings of department heads and branch librarians were held. Among the matters referred to committees of the staff at these meetings, and decided by the librarian after report and discussion, were: the arrangements for visitors' nights; book-reviews at staff meetings; the compilation of certain indexes; improvement in the present system of locating unbound magazines, and the revision of the rules for handling and recording exchanges. Beginning with January 7, short meetings for the review and discussion of current books were held on the first Tuesday of each month, just before the meeting of the department heads. Such members of the staff as are willing to take part are admitted, and invitations were sent to outsiders likely to be interested.

Rules for Readers

Special Privileges

SPECIAL CARDS

The special card formerly issued in emergencies by the St. Louis Public Library, to readers who had forgotten their reader's cards, has been abolished. The system caused

confusion in keeping records and encouraged readers to disuse their own cards. Books are now charged directly to the reader's name and address, whenever the case is an urgent one. The arrangement has proved very satisfactory.

Administration

General. Executive

Treatment of Special Material

COLLECTING LOCAL HISTORY MATERIAL

When the library at Waterloo, Ind., heard that the literary club which meets at the library was telling stories of old pioneer days, gleaned from the older residents, it furnished a substantial leather-bound blank book and asked that the stories be recorded. This was the starting point for an extensive plan carried out by the library for obtaining pioneer history from the whole township. These accounts, as far as possible, are written by the persons concerned.

Shelf

BOOK LABELS

Some unique labels have been pasted in the children's books in the Chicopee (Mass.) Public Library, such as the following:—

I am going to many, many houses,
And I want the best of care,
So don't hurt me, throw me, bend me,
Always treat me fair and square.
Fingers print, pencils mark,
Pens like ink, but books do not.
Pencil mark and finger print
Hurt these pages, don't you think?
If you open me too wide
You will break my back and hurt my side.

Libraries on Special Subjects

BUSINESS LIBRARIES

Business libraries. W. Dawson Johnston. *The Credit World*, Ap., 1915. p. 26-27.

A short article mentioning some of the best-known private libraries belonging to business firms as well as public libraries maintaining business branches, as the Commonwealth Edison Company of Chicago, the Metropolitan Life Insurance Company of New York, and the Public Library of Newark. Some of the business methods of administration used in the modern library are enumerated, and a short list of references on business libraries is given.

General Libraries

For Special Classes

NEGROES, WORK WITH

The advantages of colored branch libraries. Rachel D. Harris. *Southern Workman*, Jl., 1915. p. 385-391.

An account of the work with colored people in Louisville, Ky. The first branch was opened in 1905 in rented quarters, and three years later the branch was moved into its new Carnegie building. From the first the branch had the heartiest support of the main library, its trustees and staff, who vied with each other in helping the colored assistants to make their branch a success.

Special efforts had to be made to interest the colored people in the library, for they are not naturally readers. Story-hours for the little children, library clubs for boys and girls, another for the study of French, and the Douglass Debating Club, all helped to interest the younger generation. They served also to popularize the library, and the building is now the great social center for the colored people of the district.

A second branch for colored people was opened in January, 1914, and has met with the same welcome. When the first branch was opened some of the colored people opposed it. They are now unanimously in its favor, and the entire administration, carried on by members of the colored race, has been most satisfactory and successful.

The Douglass Debating Club was organized in Louisville, Kentucky, in 1909, by Thomas F. Blue, librarian in charge of the two colored branches of the Louisville Public Library, and is composed of colored high school boys. The purpose of the club is to acquaint its members with parliamentary usages, to keep before them the great current questions, and to train them to speak in public. The club meets weekly, and a prepared program is rendered. Occasionally a public debate is given, and a prize contest is held annually. The club meets at the Western Colored branch under the direction of the librarian, and has just issued its first "Annual," containing pictures of the officers and prize winners and program of the seventh annual public debate.

FOREIGNERS, WORK WITH

During the past winter Mr. Alberto Pecorini of New York gave a series of Italian lectures in various public libraries of Massachusetts, under the direction of the State Library Commission, to which the alien Italian residents of the several communities visited by Mr. Pecorini were invited to attend. In his lectures Mr. Pecorini dwelt at considerable length on the opportunities this country offers to the Italian immigrant along educational as well as industrial lines and encouraged his

countrymen in the frequent use of the public libraries of the state. The introduction of these lectures was an experiment, but the results have proved so satisfactory that the plan will probably be extended to include aliens of other nationalities. The lectures will be resumed in the fall, as they have the endorsement of the immigration authorities and the increasing number of library cards taken out by foreigners is evidence of their success.

The commission will give assistance in the matter of books to the value of \$25 to any town of under \$1,000,000 valuation. The commission also endeavors to stimulate interest among the trustees and in the community. It also does a wonderful work for foreigners. It has traveling libraries of foreign books which it will send to libraries that need them. It has 60 traveling libraries in eight different languages. Some libraries it finds have neither funds nor time to reach out to help the foreigner, but the commission finds the foreigner is most worthy of and eager for these books. A traveling library may be kept six or eight months, but the time varies according to conditions.

READING ROOM FOR WORKINGMEN

A workingman's reading room. Julia C. Stockett. *Wis. Lib. Bull.*, J1., 1915. p. 220-222.

In this article Miss Stockett describes the library work now being done in Calgary, Alberta, Canada. Calgary is a winter rendezvous for all sorts and conditions of men out of a job for the nonce. The library has opened a reading room where these men are made welcome and are fed with literature of a sort they find acceptable. One of the library board, who was himself a working man, devised the plan. The Rex theater was the chosen place, on a site bought for a new postoffice. The electric company gave the light free, the city gave water and a small appropriation; citizens contributed books and old magazines; the parks department gave the benches, and the library sent over some old tables. Checkers and chess were installed and free stationery. Thousands of letters were written there during the three months the place was open.

There were from 150 to 250 men in the reading room at all hours of the day. A few evenings of entertainment were planned for, and some employment was secured. Many of the men were the homeless sort, who had literally nowhere to spend their days, since the charities only provided beds and meals. It is hoped that the success of this experiment will make the establishment of the room permanent from December to April each year.

Children

DIME NOVELS

Blowing out the boy's brains. Franklin K. Mathiews. *Pa. Lib. Notes*, Ap., 1915. p. 140-145.

Recent surveys show that reading claims a large percentage of children's time, but as many books are obtained from the "underground" libraries as from the carefully regulated public institutions. However, through the influence of library and school and the competition of the movies the nickel and dime novel has been hard hit. Recent figures show that the circulation of the leading nickel novel has dropped from 200,000 to 50,000 a week, but the authors of this class of reading are now producing the 25 and 50-cent novel that meets the demand of the parent who judges a book by its price. These books, by destroying the power of the boy's imagination, kill his initiative and resourcefulness and do him incalculable harm. With proper supervision it is comparatively easy to win a child away from these sensational books. The average bookseller is not disposed to promote the sale of pernicious or wicked books, and the chief reason why these trashy books are circulated is because the trade demands something cheap. With the 50-cent reprints of many of the best juveniles it is hoped to combat and remove this danger by supplying good books at moderate prices.

Reading and Aids

Aids to Readers

ENCOURAGING GOOD READING

The 1914 report of the Waltham (Mass.) Public Library describes many methods used for increasing the use of books. Among others a "Waltham out-of-doors" collection, begun in November, was successful in increasing the use of nature books. A list of all the special phenomena to be seen in nature during the current month was posted on the bulletin board, and directly beneath the list was a collection of books giving information on each subject mentioned on the bulletin board. Astronomy was especially popular.

NEW BOOKS ON OPEN SHELF

"A new system has been employed in this room which has been most satisfactory to patrons," says a paragraph on the open-shelf room in the report of the Minneapolis Public Library. "All new books, except those of a heavy or technical nature, have been taken directly from the catalog room to the open

shelf. New books are thus immediately advertised without necessity of catalogs or finding lists. This means that the shelves are freshened almost daily with new material. There are always some special collections to interest readers, such as modern plays, cheerful books, books for special days or subjects of local significance. A collection of intermediate books also has been shelved there as a help to the boy or girl who feels too advanced to go to the children's room, but who feels lost among the adult collection."

CURRENT LECTURE LIST

A card list of coming events such as lectures, exhibitions, and concerts was begun by the St. Louis Public Library in February and is kept on the loan-desk in the main delivery hall. The cards are displayed on one of the new "visible" devices so that the first lines of all can be seen at once. By drawing forward the card just below, the remainder of the entry becomes legible. Each entry includes the date, lecturer's name, name of organization, if any, under whose auspices the event is held, place, and hour. Some of the entries are for events several months in advance, a card being prepared and inserted in its chronological place as soon as notice of the event is received at the library. The entries for the current month—from the 10th of one month to the 9th of the next, inclusive, have been printed in the Bulletin, beginning with the April number, with the addition of such explanatory notes and book-references as would seem to be necessary or helpful.

DOCENT SERVICE

Library docent service. Benjamin Ives Gilman. *Mass. Lib. Club Bull.*, Mr., 1915. p. 17-21.

The plan for library docent service proposes that public libraries assume as a duty the reading aloud of books and extracts from books to groups of hearers, patterning after the docent service established in the Boston Museum of Fine Arts in 1907, on the theory that books need interpretation as well as pictures.

To the scheme four sources of limitation present themselves: (1) The books adapted for such reading are only part of those in the library. (2) The length of many books presents a difficulty, and in many cases the reading of extracts connected by abridgements of the parts passed over would be necessary. (3) The question of expense would arise. The reader might be given \$1.50 or \$2 per hour, and each listener asked to contribute a nickel at each reading, the library making up

any deficit. (4) The choice of readers would be all important, as a good voice, pleasant delivery, and intelligent appreciation of the work read, would be required.

Readings might be held in a separate room in the library building were such a room available; or the library might offer to provide readers for outside clubs; or the library might compile a series of leaflets each relating to a particular literary work and giving comments and directions for abridgement, enabling individuals to carry on the work independently.

Three good results might be expected. It would offer to the hearers exercise in the neglected art of hearing well. It would bring out the beauty of form in a literary production as silent reading cannot. And it would make plain to all the matter of the book.

Labor Saving Appliances

STAMPING BOOKS

A motor stamp is being experimented with in the catalog room of the St. Louis Public Library. The device is adjusted above the book or card to be stamped, as if the power were to be applied by hand. Pressure of a button then makes an electric connection, which starts the motor, and the stamp is driven against the paper surface with a force of about ten pounds. The device is connected by wire with the nearest electric outlet, and the operation is as quick as hand stamping and much more uniform, while there is no muscular fatigue on the part of the operator. The machine is the invention of Mr. Herman Alweis, the library's head carpenter.

Bibliographical Notes

The Musson Book Co., Canadian publishers, are planning to bind in three-quarter pigskin for library use a small edition of Jeffery Farnol's new novel, "Beltane the smith."

A check-list of annual reports and other current publications issued by or under the authority of the State of New Jersey has just been compiled by John P. Dullard, the state librarian.

The very complete catalog of the Christie collection of Renaissance literature, bequeathed to the University of Manchester, England, may be obtained from Longmans, Green, & Co. in New York, who are the American agents for the book.

A paper entitled "Blaine, Conkling and Garfield: a reminiscence and a character study,"

read by Johnson Brigham, state librarian of Iowa, before the Prairie Club of Des Moines in April, has been printed in a 36-page pamphlet for permanent preservation.

The Birmingham (Ala.) Public Library has been made a distributing agency for all official publications of the Birmingham city government. The library is seeking to enter into exchange relations with libraries in other cities of approximately 200,000 population, and will be glad to send out to other libraries on request such publications as it has.

The Russell Sage Foundation Library devoted its June *Bulletin* to a selected bibliography relating to American foundations for social welfare. A brief statement is given of the resources and purpose of each, followed by a short list of references, and each section has been carefully checked and revised by officers of the several institutions. So far as known, this is the first time such a list has been compiled.

Gaylord Bros., of Syracuse, N. Y., have prepared a pamphlet giving directions for a simple card charging system for school, rural, or small public libraries, and enclosing samples of the supplies needed. The rules were prepared with the assistance and advice of Mr. William F. Yust, librarian of the Rochester (N. Y.) Public Library, and have been approved by the library commissions in a number of states.

"Christmas in legend and story" is the title of a collection of stories and poems from various sources, compiled by Elva S. Smith, cataloger of children's books in the Carnegie Library of Pittsburgh, and Alice I. Hazeltine, supervisor of children's works in the Public Library of St. Louis. It is copiously illustrated with reproductions from famous paintings, and is published by Lothrop, Lee & Shepard Co.

A "Cumulative index to the session laws of Pennsylvania, 1915" has been compiled by J. Oscar Emrich, librarian of the Allegheny County Law Library of Pittsburgh, and is printed in a 38-page pamphlet. This cumulative index was first attempted for the year 1911, and was continued for 1913 and the present session. It was published from time to time in the *Pittsburgh Legal Journal*, as bills were disposed of, and its classification follows the arrangement used by Mr. Emrich in his library.

The government of New Zealand, through its commissioner at the Panama-Pacific Exposition, Mr. E. Clifton, has very courteously

placed at the disposal of American libraries, without cost, a number of publications relating to New Zealand. Distribution has been undertaken by the University of California Library. Upon application the publications will be sent express collect, under a "charges guaranteed" label, which insures the same rate allowed on prepaid shipments. A list of the publications is printed in the department "Books offered" in the advertising pages.

The Danish Library Guide, compiled by Svend Dahl, published by Lybecker in Copenhagen, 1915, under the auspices of the Library Association, gives a list of 225 libraries in Copenhagen and its immediate district, and 160 libraries in the provinces. This last item does not include 700 small popular libraries, which are members of the Association of Danish Public Libraries. Each city of any size has an average of two libraries. Eight commercial towns have no public library. The book includes lists of important private libraries as well as school and church libraries, and official collections.

RECENT BIBLIOGRAPHIES FOR SPECIAL CLASSES

BOY SCOUTS
Bridgeport Public Library. Books for Boy Scouts. 3 p.

SUBJECT BIBLIOGRAPHIES

ANIMAL PSYCHOLOGY

Smith, E. M. The investigation of mind in animals. Putnam. 5 p. bibl. 90 c. n.

BARNAVE, ANTOINE PIERRE JOSEPH MARIE

Bradby, E. D. The life of Barnave. 2 v. New York: Oxford Univ. Press. 7 p. bibl. \$5.75 n.

BIOLOGY

Douthitt, Herman. Studies on the cestode family, *Anoplocephalidae*. Urbana, Ill.: Univ. of Ill. 4 p. bibl. 80 c.

BIRDS

Carnegie Institution. Dept. of Marine Biology. Papers from the Dept. of Marine Biology. v. 6. Homing and related activities of birds; by J. R. Watson and K. S. Lashley; The acquisition of skill in archery; by K. S. Lashley. Washington, D. C.: The institution. bibl. \$1.50. (Publications.)

CHILD TRAINING

Parents' guide; a manual of child nature and nurture; prepared by the Editorial Board of the University Society with the assistance of many others. 2 v. New York: Univ. Soc., 44 E. 23d St. 3 p. bibl. \$7.50.

CHINA—RAILWAYS

Hsu, Monston Chih. Railway problems in China. Longmans. bibl. \$1.50. (Columbia Univ. studies in history, economics, and public law.)

CONCRETE

Association of American Portland Cement Manufacturers, Philadelphia. Lessons and general outline, with suggested exercises for a manual training course in concrete . . . Philadelphia: The assoc. bibl.

DOMESTIC ECONOMY

Texas Home Economics Association. Domestic economy in the schools; syllabus of domestic economy for elementary and secondary schools of Texas. Austin, Tex.: Univ. of Tex. 6 p. bibl. (Bull.)

DRAMA

Clark, Barrett Harper. The British and American drama of to-day; outlines for their study; sug-

gestions, questions, biographies, and bibliographies for use in connection with the study of the more important plays. Holt. 10 p. bibl. \$1.60 n.

EUROPEAN WAR

Lange, F. W. T., and Berry, W. T. Books on the Great War; an annotated bibliography of literature issued during the European conflict. Preface by R. A. Peddie. Vol. II. Grafton & Co. 51 p., with author index. 2s. 6d. n.

FORD, JOHN

Ford, John. 'Tis pity she's a whore; and The broken heart; edited by S. P. Sherman. Heath. 7 p. bibl. 60 c. n. (Belles-lettres series.)

GENEALOGY

Moody, Katharine Twining. Genealogical material in the St. Louis Public Library. (In St. Louis P. L. Mo. Bull., Ag., 1915. p. 225-253.)

GEORGIA—HISTORY

Thompson, C. Mildred. Reconstruction in Georgia, economic, social, political, 1865-1872. Longmans. 17 p. bibl. \$3 n. (Columbia Univ. studies in history, economics, and public law.)

INTERNATIONAL LAW

Oppenheim, L., ed. The collected papers of John Westlake on public international law. Putnam. 9 p. bibl. \$5.50 n.

NEVADA—GEOLOGY

Buwalda, John Peter. Tertiary mammal beds of Stewart and Ione valleys in west-central Nevada. Berkeley, Cal.: Univ. of Cal., 1914. bibl. 30 c. (Bull. of Dent. of Geology.)

SIBERIA

Czaplicka, M. A. Aboriginal Siberia, a study in social anthropology; with a preface by R. R. Marett. New York: Oxford Univ. Press, 1914. 20 p. bibl. \$3.50 n.

SIDONIUS

Dalton, O. M., trans. The letters of Sidonius. 2 v. New York: Oxford Univ. Press. 4 p. bibl. \$1 ea. n.

SLAVERY

Slavery. St. Louis: W. W. Nisbet. 3 typewritten p. (List no. 99. 50 items.)

SOCIAL SERVICE

Davis, Philip, and Kroll, Grace. Street-land; its little people and big problems. Small, Maynard. 13 p. bibl. \$1.35 n. (Welfare series.)

SOUTH AMERICA

Bacon, Corinne. South America; topical outlines for twenty club meetings, with bibliography. Tentative ed. White Plains, N. Y.: H. W. Wilson Co. 11 p. bibl. 25 c.

STENOGRAPHY

Shorthand and typewriting; list of books on the study and practice of stenography. . . . (In Chicago P. L. Book Bull., My., 1915. p. 78-80.)

STORY-TELLING

Forbush, William Byron. Manual of stories. Jacobs. 10 p. bibl. \$1.50 n.

SUNDAY SCHOOLS

Trull, George H., and Stowell, Jay S. The Sunday-school teacher and the program of Jesus. Philadelphia: Westminster Press. bibl. 50 c. n.

TEXAS

Texas. St. Louis: W. W. Nisbet, 12 South Broadway. 3 typewritten pages. (List no. 78. 45 items.)

THEOLOGY

A three-fold catalogue, comprising miscellaneous theological literature, with a large sub-section describing the library of a Catholic priest; preceded by the third part of the church history catalogue. . . . London: Charles Higham & Son. 44 p. (No. 537. 1443 items.)

UNITED STATES—GEOLOGY

Leverett, Frank, and Taylor, Frank Bursley. The Pleistocene of Indiana and Michigan and the history of the Great Lakes. Washington, D. C.: Gov. Prtg. Off. 22 p. bibl. (Geological Survey monographs.)

UNITED STATES—HISTORY

Becker, Carl Lotus. Beginnings of the American people. Houghton Mifflin. bibl. \$1.75 n. (Riverside history of the United States.)

Dodd, William Edward. Expansion and conflict. Houghton Mifflin. bibls. \$1.75 n. (Riverside history of the United States.)

Johnson, Allen. Union and democracy. Houghton Mifflin. bibls. \$1.75 n. (Riverside history of the United States.)

Paxson, Frederic Logan. The new nation. Houghton Mifflin. bibls. \$1.75 n. (Riverside history of the United States.)

Communications

A QUESTION OF CLIPS

THE LIBRARY JOURNAL has received two letters inspired by Mr. Kaiser's communication in the July number. It is a real pleasure to know that librarians—and The Librarian—have read the last page of that issue as carefully as the first, and to have documentary evidence that they have given thoughtful consideration to the suggestion therein set forth. That they do not agree with Mr. Kaiser's recommendation matters nothing. The important thing is to know that the suggestions are read and discussed, for out of discussion in time may come much helpful criticism.

If for every letter printed we continue to receive two letters in reply, we may not always be able to print them in their entirety, but in the present instance, at least, we are glad to give the fullest publicity to the views of Mr. Spaulding and Mr. Pearson on the relative merits of the Gem and other paper clips.

Editor, Library Journal:

I have read with much interest the plea of Mr. John B. Kaiser in the July LIBRARY JOURNAL for the use of Gem paper clips when enclosing stamps in letters. It was forcibly brought to my mind this morning on receiving letters from four different libraries to each of which was attached a 2c. stamp by means of a Gem paper clip.

The point of my letter is this: A Gem paper clip is longer than an ordinary postage stamp, which makes it exceedingly difficult to remove the clip without injuring the surface of the stamp, thereby rendering it unfit for further use.

I venture to suggest that if librarians will use Ideal paper clips, which are somewhat smaller than an ordinary postage stamp, much time would be saved by those receiving letters in which stamps are enclosed.

Very truly yours,

FORREST B. SPAULDING.

New York Public Library,
August 17, 1915.

Editor, Library Journal:

Mr. Spaulding has shown me his communication about Gem clips, and I feel that I must ask you to print a few words in rebuttal. I have the utmost esteem for Mr. Spaulding's taste in poetry, and in other minor literary matters, but I am not convinced that he is a safe guide in those larger fields of efficiency and equipment, which are of such real importance to the librarian.

Along these lines, I prefer to follow Mr. Kaiser, whose admirable letter on Gem clips (*et als*) I cannot too enthusiastically endorse. Is Mr. Spaulding familiar with the Descriptive catalogue of the American library association exhibit of labor saving devices and library equipment, held at the public library of the District of Columbia, Washington, D. C., May 25-29, 1914, Washington, D. C., 1914. (Cover-title: Labor-saving devices. A. L. A.) (1 p. l., 43 p., [1] l. 22½ cm.) especially p. 34, 12th line from the top of the page, and 20th line from the bottom? It is only by co-operation along these lines that librarians can hope to achieve the educational ideal, and make the library the true university of the people.

Moreover, as Mr. Spaulding thinks the ordinary Gem clip too large, may I ask if he is familiar with the Junior Gem? If not, I will point out to him the comparative dimensions of the two clips:

Gem	34 mm. x 8 mm.
Junior Gem	23 mm. x 5 mm.

Surely these figures speak for themselves.

Very truly yours,

EDMUND L. PEARSON.

New York, August 18, 1915.

Library Calendar

Sept. 15-17—Minnesota Library Association, Annual meeting, Hotel Keewaydin, Lake Minnetonka.

Sept. 27-Oct. 2—Library week, New York Library Association. Squirrel Inn, Haines Falls, N. Y.

Oct. 12-14. Iowa Library Association. Annual meeting, Colfax.

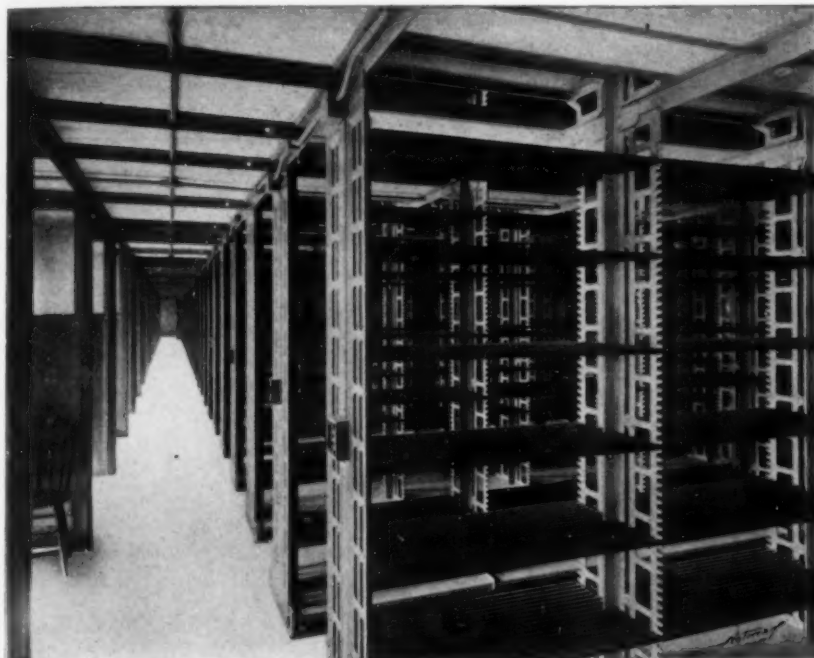
Oct. 20-22. Missouri Library Association. Annual meeting, Joplin.

Oct. 21-23. Keystone State Library Association. Annual meeting, Butler, Pa.

Nov. 8. Pennsylvania Library Club, Philadelphia.

Nov. 10-11. Indiana Library Association. Annual meeting, Gary.

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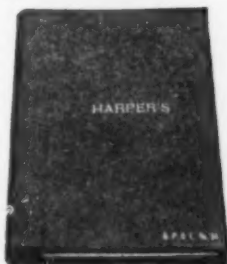
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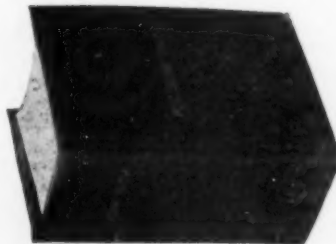
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